

# EXCEL

Student's Book

FOR KAZAKHSTAN

**GRADE 7**

Virginia Evans  
Jenny Dooley  
Bob Obee

Translations by:  
Natalya Mukhamedjanova



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# Contents

	Modules	Use of English	Vocabulary
1	<b>Hobbies &amp; Leisure</b> pp. 5-16	<ul style="list-style-type: none"> <li>• Present simple vs present continuous</li> <li>• Singular/Plural nouns</li> <li>• comparatives – superlatives</li> <li>• very, much, as ... at ...</li> <li>• too – enough</li> </ul>	<ul style="list-style-type: none"> <li>• Free-time activities</li> <li>• Hobbies &amp; Leisure</li> </ul>
2	<b>Communication &amp; Technology</b> pp. 17-28	<ul style="list-style-type: none"> <li>• can/could/be able (ability)</li> <li>• used to (past habits)</li> <li>• time words</li> <li>• adjectives</li> <li>• -ing/-ed adjectives</li> <li>• adverbs</li> <li>• quite – rather</li> <li>• should/shouldn't</li> </ul>	<ul style="list-style-type: none"> <li>• Means of communication</li> <li>• Space</li> <li>• Computers</li> </ul>
3	<b>Holidays &amp; Travel</b> pp. 29-40	<ul style="list-style-type: none"> <li>• Present perfect</li> <li>• just – yet – already – since – for</li> <li>• have been – have gone</li> <li>• Present perfect vs past simple</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday activities</li> <li>• Sports</li> <li>• Experiences</li> <li>• Holiday problems</li> </ul>
4	<b>Space &amp; Earth</b> pp. 41-52	<ul style="list-style-type: none"> <li>• will</li> <li>• be going to</li> <li>• Present continuous (future meaning)</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental problems</li> <li>• Types of weather</li> <li>• Our solar system</li> </ul>
5	<b>Reading for Pleasure</b> pp. 53-62		<ul style="list-style-type: none"> <li>• Character adjectives</li> </ul>
6	<b>Entertainment &amp; Media</b> pp. 63-74	<ul style="list-style-type: none"> <li>• The passive (present simple/past simple)</li> <li>• it/there</li> </ul>	<ul style="list-style-type: none"> <li>• TV programmes</li> <li>• Films</li> <li>• Types of music</li> <li>• Musical instruments</li> <li>• The media</li> </ul>
7	<b>Natural disasters</b> pp. 75-86	<ul style="list-style-type: none"> <li>• Past continuous</li> <li>• Past continuous vs past simple</li> </ul>	<ul style="list-style-type: none"> <li>• Natural phenomena</li> <li>• People who help us</li> <li>• Aches &amp; Pains</li> </ul>
8	<b>Healthy habits</b> pp. 87-98	<ul style="list-style-type: none"> <li>• 0, 1, 2 conditionals</li> <li>• modals (must, have to, need to, might)</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy/Unhealthy habits</li> <li>• Healthy lifestyles</li> </ul>
9	<b>Clothes &amp; Fashion</b> pp. 99-112	<ul style="list-style-type: none"> <li>• Verbs + -ing/to-infinitive/infinitive without to</li> <li>• Relatives (who/which/where)</li> <li>• Determiners (all – other)</li> <li>• some – any – every – no &amp; compounds</li> <li>• Reported statements</li> <li>• Reported questions, commands/requests</li> </ul>	<ul style="list-style-type: none"> <li>• Clothes, Footwear &amp; Accessories</li> </ul>

Language Review (pp. 113-121)  
Self-Check (pp. 122-130)

Skills Practice (pp. 131-149)  
Word List (pp. 150-164)

American English – British  
English Guide (p. 165)

Reading & Listening	Speaking & Functions	Writing	Across Cultures /the Curriculum/Values
<ul style="list-style-type: none"> <li>Take up a hobby (T/F/D/S)</li> <li>The Flight of the Stepe Eagle (multiple choice)</li> <li>A dialogue (take notes)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about your hobbies / leisure activities</li> <li>Making plans</li> <li>Pronunciation /s/, /z/, /sz/</li> </ul>	<ul style="list-style-type: none"> <li>An article about your hobby</li> <li>A poster</li> <li>An email describing your hobby</li> </ul>	<ul style="list-style-type: none"> <li>Free-time fun</li> <li>Are you a Couch/Potato? (PSHE)</li> <li><b>VALUES</b> Benefits of hobbies</li> </ul>
<ul style="list-style-type: none"> <li>Greetings from planet Earth (multiple choice)</li> <li>Smarter than the average house (comprehension)</li> <li>A visit to a planetarium (multiple choice)</li> <li>People &amp; Activities (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>Making decisions</li> <li>Describing a scene</li> <li>Talking about past habits</li> <li>Giving advice (should/shouldn't)</li> <li>Giving instructions</li> <li>A presentation on the Industrial Revolution</li> <li>Pronunciation /s/, /ʃ/</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph about what you would put in a time capsule</li> <li>A graph analysing results of a survey</li> <li>A for-and-against essay</li> </ul>	<ul style="list-style-type: none"> <li>Body Language/ Posture</li> <li>The Industrial Revolution (History)</li> <li><b>VALUES</b> Mobile manners</li> </ul>
<ul style="list-style-type: none"> <li>An unforgettable experience (complete sentences)</li> <li>Travellers' tales (multiple choice)</li> <li>Holiday problems (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>Making suggestions</li> <li>Asking/talking about experiences</li> <li>Narrating past experiences</li> <li>Inviting – Accepting/Refusing</li> <li>Pronunciation /s/, /dʒ/, /ʃ/</li> </ul>	<ul style="list-style-type: none"> <li>A blog entry</li> <li>A short article about a holiday experience</li> <li>An email giving news</li> </ul>	<ul style="list-style-type: none"> <li>My Amazing Travels</li> <li>A lake or a sea? (Geography)</li> <li><b>VALUES</b> Be a responsible traveller</li> </ul>
<ul style="list-style-type: none"> <li>Monuments in Danger (answer questions)</li> <li>An announcement (gap fill)</li> <li>Mission to Mars (multiple choice)</li> <li>An announcement (take notes)</li> <li>Radio show (T/F statements)</li> </ul>	<ul style="list-style-type: none"> <li>A speech about Stonehenge</li> <li>Talking about future plans</li> <li>Making on-the-spot decisions/predictions</li> <li>Talking about our solar system</li> <li>Making suggestions – accepting/refusing</li> <li>Pronunciation /s/, /z/</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph about a monument in danger</li> <li>A comment in a blog about an endangered animal</li> <li>A presentation on our solar system/global warming</li> <li>An essay offering solutions to a problem</li> </ul>	<ul style="list-style-type: none"> <li>Endangered Species around the World</li> <li>The Ozone Layer (Science)</li> <li><b>VALUES</b> Caring about our planet</li> </ul>
<ul style="list-style-type: none"> <li>Extract from <i>The Hound of the Baskinilles</i> (T/F/D/S statements)</li> <li>Extract from <i>The Time Machine</i> (multiple choice)</li> <li>Maadai-Kara (answer questions)</li> <li>The Magic Garden of the Poor (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>Give a summary</li> <li>Present your time machine</li> <li>Present a folk tale</li> </ul>	<ul style="list-style-type: none"> <li>A blurb</li> <li>A summary</li> <li>A story</li> </ul>	<ul style="list-style-type: none"> <li><b>VALUES</b> How stories help us</li> </ul>
<ul style="list-style-type: none"> <li>Forest School website (film reviews – T/F/D/S statements)</li> <li>Playing with your food (answer questions)</li> <li>A dialogue (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Recommending</li> <li>Describing experiences</li> <li>A presentation on a traditional musical instrument</li> <li>Choosing TV programmes</li> <li>Pronunciation /s/, /a/</li> </ul>	<ul style="list-style-type: none"> <li>An email about your favourite film</li> <li>An email about your favourite TV series</li> </ul>	<ul style="list-style-type: none"> <li>Musical Instruments around the World</li> <li>Teens &amp; Electronic Media: A dangerous combination (PSHE)</li> <li><b>VALUES</b> Music</li> </ul>
<ul style="list-style-type: none"> <li>True stories (complete sentences)</li> <li>The Man Who Rode a Tornado (T/F/D/S statements)</li> <li>A story (sequence of events)</li> </ul>	<ul style="list-style-type: none"> <li>Describing experiences</li> <li>Narrating an experience/ Expressing sympathy</li> <li>Talking about past actions</li> <li>Pronunciation (homophones)</li> </ul>	<ul style="list-style-type: none"> <li>An email about an experience</li> <li>A story</li> <li>A summary of a myth</li> </ul>	<ul style="list-style-type: none"> <li>Great disasters</li> <li>People who help us (Citizenship)</li> <li><b>VALUES</b> Learn from nature</li> </ul>
<ul style="list-style-type: none"> <li>Live the Dream – Sleep More! (T/F statements)</li> <li>Food for Sport (T/F/D/S statements)</li> <li>An interview (note taking)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss eating habits</li> <li>Asking for/giving advice</li> <li>Pronunciation /a/, /s/</li> </ul>	<ul style="list-style-type: none"> <li>A text about your lifestyle</li> <li>A healthy daily menu</li> <li>An email about your eating habits</li> <li>An email giving advice</li> </ul>	<ul style="list-style-type: none"> <li>Nature's Helping Hand</li> <li>Bullies (PSHE)</li> <li><b>VALUES</b> Healthy lifestyles</li> </ul>
<ul style="list-style-type: none"> <li>The Balloon Fashion Show (sentence completion, answer questions)</li> <li>Uniforms across the world (multiple matching)</li> <li>A dialogue (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>Expressing likes/dislikes</li> <li>Commenting on clothes</li> <li>Presenting a strange fashion show</li> <li>Talking about clothes (complimenting)</li> </ul>	<ul style="list-style-type: none"> <li>A short description of pictures</li> <li>A presentation on a strange fashion show</li> <li>A short paragraph about people in uniform</li> <li>A text about what teens like</li> <li>An article describing a person</li> </ul>	<ul style="list-style-type: none"> <li>Skaters</li> <li>Quiz: Do you respect yourself? (PSHE)</li> <li><b>VALUES</b> Respect others</li> </ul>

## Textbook language



### Pronunciation



### Song



### Vocabulary

### Speaking

### Writing

### Reading



Across the Curriculum



## MODULE

## 1

## Hobbies &amp; Leisure

## ▶▶ What's in this module?

**Skills Focus:**

- Reading & Listening for specific information and main ideas
- Speaking: Making plans
- Writing an email about your favourite hobby

**Themes:**

- hobbies & leisure activities
- Free time in Kazakhstan & the UK
- VALUES: Benefits of hobbies

**Language Focus:**

- present simple vs present continuous
- singular/plural nouns
- comparative/superlative
- too/enough

**Vocabulary**

## • Free-time activities

- 1 Listen and say. Which are: outdoor activities? indoor activities? extreme sports? hobbies?

Rock climbing is an outdoor activity. It's an extreme sport.

- 2 Use the phrases to complete the sentences.



It's ...

- fun • exciting
- thrilling • relaxing
- amazing

It's ...

- difficult • boring
- dangerous • tiring
- expensive

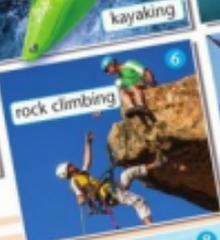
I like ..... because .....

I don't like ..... because .....



7.63

Who else likes/doesn't like the same free-time activities as you? Why?



Find the page numbers for

• an eagle

• an email

• a couch potato

## Reading 1a

### TAKE UP A HOBBY

1 In a minute write down as many different hobbies and leisure activities as you can. Compare with your partner.

2 **714** Look at the title and the pictures in the text. Where can someone play paintball? Does it hurt if someone hits you? Do video gamers take part in tournaments? Listen and read to find out.



### Paint Wars

15-year-old Jack Stamford is running in the woods. Someone is chasing him. Suddenly, something hits him on his leg! Don't worry, he isn't badly hurt. It's only orange paint. That's because Jack Stamford is a paintballer! Every weekend, Jack travels to a large building, field or wood to take part in a game of paintball. He's part of a team and they try to beat members of the other team. Players take roles. One week he's a spy and the next he's a 'Tomb Raider' adventurer. Games can last from two hours to two days! So how often does a paintball hit him? "A lot," says Jack. "It's painful sometimes, but I don't mind because it's all part of the game! For me, paintballing is the best hobby of all."

### Super Gaming

14-year-old Alex Jacobs is staring at the screen with amazing concentration. Many teens play video games to relax in their free time, but for this talented teen gaming is much more serious. Alex competes with gamers all over the world in tournaments. Fans also watch him play online and he has hundreds of followers on YouTube! His favourite game is *Call of Duty*. "Some people say to me: Why do you waste your life on video games?" Alex says. Luckily, his friends and family support him and often travel to watch him play in tournaments. He's playing in an important one next month.

So does Alex do other things? "I enjoy hanging out with my friends at the local basketball court," he says, "so I'm not completely square-eyed!"



#### Check these words

- paint • woods • hit
- hurt • field • take roles
- spy • adventurer • last
- painful • I don't mind
- stare • screen
- concentration
- talented • tournament
- online • followers
- support • square-eyed

3 **715** Read the text again and mark the sentences T (true), F (false) or DS (doesn't say).

#### Text A

- 1 Jack plays games of paintball during the week. ....
- 2 Jack's team often wins the games. ....
- 3 A game of paintball can take a long time. ....
- 4 Paintball is an expensive hobby. ....

#### Text B

- 5 Alex plays against gamers from other countries. ....
- 6 Alex is a popular gamer on a website. ....
- 7 Alex's family think his hobby is a bad idea. ....
- 8 Alex does not like playing real sports. ....

# Vocabulary 1a

## 4 Complete the sentences with: screen, support, concentration, chasing, tournament, talented.

- 1 Don't sit too close to the ..... – it's not good for your eyes.
- 2 Serik is a really ..... football player. He wants to play for the national team.
- 3 All the noise in the street makes ..... really difficult.
- 4 Adilet is playing in a chess ..... on the 5th May.
- 5 All Sam's classmates ..... him when he plays for the school team.
- 6 Look out! Someone is ..... you!

## 5 **7.53** **THINK!** Tell the class two reasons why you like/don't like each of these hobbies.

*I like paintball because it's exciting and fun.*

### • Hobbies

## 6 **7.54** Listen and repeat.



## 7 **7.61** Which hobbies in Ex. 6 are: creative? related to sport/adventure? Decide in pairs.

### Speaking

## 8 **7.57** Use these adjectives to find out which hobbies your partner likes/doesn't like.

- exciting • thrilling
- relaxing • difficult
- boring • expensive

A: *Do you like archery?*

B: *Not really. I find it difficult. / Yes, a lot. I think it's exciting.*

### Writing

## 9 **7.62** **7.66** Write a short article for the English school magazine about your hobby. Write: name of hobby – how you do/play it – why you like it. Read it to the class.

### My hobby

STICK A PICTURE

Doing your favourite hobby is a great way to relax. My hobby is .... It's (an easy) hobby to do. You .... I think ... is the perfect hobby for me. It's .... Can you think of your life without a hobby?

# Use of English 1b

## • Present simple vs Present continuous

### 1 Read the theory and say the examples in your language. Find examples in the texts on p. 6.

We use the **present simple** to talk about:

- permanent states and a general truth.  
*Amir plays in a football team. The sun rises in the east.*
- habits/routines. *I play tennis every Saturday.*
- timetables. *The salsa group starts at 7 pm.*

**Time expressions:** every day, on Mondays, often, etc.

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking. *Janice is training for a race now. Tina is practising for the tournament these days.*
- future arrangements. *I'm going to the match tomorrow.*
- temporary situations. *Jane is working in a leisure centre for the summer.*

**Time expressions:** now, at the moment, at present, etc.

**Note:** Some verbs don't have continuous forms because they describe a state rather than an action (*want, like, love, hate, know, believe, need*, etc.). *I love reading.* (NOT: *I'm loving reading.*)

### 2 Complete the gaps with the present simple or the present continuous forms of the verbs. Give reasons.

- 1 John sometimes ..... (play) golf on Sundays.
- 2 Ann ..... (read) a book in her room now.
- 3 ..... (you/like) collecting stamps?
- 4 Jen and Bill ..... (go) kart racing tonight.
- 5 Suzy's class ..... (start) at 4 pm.
- 6 Adrian ..... (want) to buy a new pair of sports shoes.
- 7 ..... (you/fly) to New York next month?

### 3 Put the verbs in brackets into the present simple or the present continuous.

Hi Suzie!

Thanks for your email! I 1) ..... (be) very busy today! My little brother 2) ..... (have) a fancy dress party for his birthday tomorrow. So Mum 3) ..... (tidy) the house and I 4) ..... (make) my brother's costume. He 5) ..... (want) to be a pirate! Well, I must go now. Dad 6) ..... (need) some help in the kitchen. My mum 7) ..... (not/like) baking so my dad 8) ..... (make) the cake for the party! Talk to you later.

Bye!

P.S. 9) ..... (you/want) to come to the party?

Let me know!

## • Singular/Plural nouns

- Some nouns take a **plural verb**. These are: *clothes, police, people, customs, earnings, gaps, outskirts*, etc. *My clothes are on the bed.*
- Some nouns take a **singular verb** although they have a plural form. These are: *news, athletics, gymnastics, billiards, darts, measles, maths, physics, economics, politics and collective nouns (money, luggage, etc.)*. *The news is on TV every night at 8.*
- Pair nouns (*binoculars, jeans, glasses, pyjamas, scissors, shorts, tights, trousers*) are always **plural** and take a **plural verb**. *My jeans are in the luggage.*
- Group nouns (*class, company, family, government, group, public, staff, team* etc.) can take **either a singular or a plural verb**. *The team are wearing blue T-shirts and shorts.* (the team as individual people) *The team is coming tomorrow.* (the team as a group)

### 4 Read the theory, then choose the correct item.

- 1 The police is/are on their way.
- 2 Physics is/are my favourite school subject.
- 3 Your news is/are very interesting.
- 4 Your trousers is/are dirty.
- 5 Darts is/are my favourite game.
- 6 Your glasses is/are on the desk.
- 7 Where is/are the money?
- 8 The shorts is/are in the washing machine.
- 9 Family is/are very precious to me.
- 10 There is/are people outside the stadium.

## Use of English 1b

## • Comparative/Superlative

- 5 Complete the table. How do we form the comparative and superlative? Find examples in the text on p. 6.

Adjective	Comparative	Superlative
short	shorter	the shortest
long	1) .....	the longest
fat	2) .....	the fattest
happy	happier	3) .....
attractive	more attractive	the most attractive
good	better	the best
bad	worse	the worst
much/many	more	the most

We use **very/extremely + adjective** to give emphasis to it. *Hang-gliding is very difficult.* We use **much + comparative adjective** to make a comparison stronger. *Sarah is much faster than Jane.* We use **as + adjective + as** to show that two things are/are not the same. *Rock climbing is as difficult as snowboarding.* *Kayaking isn't as exciting as hang-gliding.*

- 6 Fill in the correct comparative forms.

- Those earrings are ..... (nice) than these ones.
- Ann's much ..... (beautiful) than Mary.
- Today is ..... (hot) than yesterday.
- These shoes are ..... (cheap) than those shoes.
- Tom's photos are ..... (bad) than Mike's!
- Kelly is ..... (popular) than Jill in the team.

- 7 Fill in the superlative forms of the adjectives in brackets.



## Amazing Facts!

- Usain Bolt is ..... (fast) runner in the world.
- The women of the Padaung tribe in Thailand have ..... (long) necks in the world – up to 40 cm!
- Pygmies are ..... (short) people in the world.
- Okhnavans are ..... (healthy) people in the world. They live long healthy lives.

- 8 Use the adjectives in the list to compare the people in the table.

• heavy • old • tall • active • sociable

Name/Age	Tracy, 14	Paul, 16	Sofia, 17
Height	1.65 metres	1.80 metres	1.55 metres
Weight	62 kilos	75 kilos	54 kilos
Hobbies	tennis, volleyball, jogging	computers, TV, playing the guitar	dancing, shopping, going to the cinema
Friends	8	12	18

Tracy is **heavier** than Sofia.

Paul is **much heavier** than Tracy.

Tracy isn't **as heavy** as Paul.

Paul is **the heaviest** of all.

• **too – enough**

- 9 **7.UR12** Read the theory. Are there similar structures in your language?

- We use **too + adjective** to show that something is more than we want. *Sam is too shy to speak to people he doesn't know.*
- We use **adjective + enough** to show that something is as much as we want. *She's good enough to win the tournament.*

- 10 **7.UR12** Complete the sentences using **too** or **enough** and the adjectives in brackets.

- Sam is ..... (clever) to win the contest.
- This dress is ..... (small) for me. Have you got it in a bigger size?
- Maria isn't ..... (old) to do archery. She's four years old!
- The dance lessons are ..... (expensive) for me. I can't afford them.
- He's ..... (tired) to go ice skating.

- 11 In three minutes, revise the use of English structures in Unit 1b. Make sentences using them. Tell your partner.

## Skills 1c



## The Flight of the Steppe Eagle

It is one of the most breathtaking sights you can ever see. An eagle is **soaring** up in the bright blue sky. Suddenly, it dives at up to 120 miles an hour, before returning to the falconer's hand. In its sharp **claws**, it carries a rabbit. This is the Kazakh steppe and this is the sport of falconry. Falconry is said to be over 10,000 years old and even came before the **invention** of writing. Genghis Khan, the 12th century **conqueror** of central Asia and China, had lots of birds of prey as well as falconers to take care of them.

In Kazakhstan, falconry is very popular, especially with young Kazakhs who want to **take up** something traditional. There are schools of falconry and sanctuaries with **breeding programmes** for endangered birds of prey such as the saker falcon. Kazakhs, though, prefer the steppe eagle with its 6 ft **wingspan** and proud **gaze**. It's no surprise that this **noble** creature is a symbol of Kazakh national identity.

## Check these words

- flight • breathtaking
- soar • bright • dive
- return • falconer
- falconry • invention
- conqueror • birds of prey
- take up • sanctuary
- breeding programme
- wingspan • proud
- gaze • national identity

- 1 What traditional sports are popular in Kazakhstan? Make a list. Compare with your partner.

## Reading

- 2 a) Read the title of the article and the first sentence of each paragraph. What do you think the article is about?

Listen, read and check.

- b) Read the article again and, for questions 1-4, choose the correct answer, A, B or C. What is the author's purpose of writing the article?

- |   |   |
|---|---|
| <p>1 What is the writer doing in the first paragraph?</p> <p>A suggesting a tourist attraction</p> <p>B introducing a traditional sport</p> <p>C describing the Kazakh steppe</p> <p>2 The writer suggests that Genghis Khan</p> <p>A wrote books about falconry.</p> <p>B was the first falconer.</p> <p>C enjoyed falconry.</p> | <p>3 Young Kazakhs are taking up falconry</p> <p>A to help save endangered species.</p> <p>B to teach others about the sport.</p> <p>C to carry on a tradition.</p> <p>4 What does the writer say about the steppe eagle?</p> <p>A It is a sign of a country.</p> <p>B It is the largest bird of prey.</p> <p>C It can see for a long distance.</p> |
|---|---|

- 3 Would you enjoy taking up this hobby? Why (not)? Say or write a few sentences.

## Study Skills

### Using dictionaries

Dictionaries provide information about the meaning, pronunciation and spelling of words in alphabetical order as well as synonyms, example sentences, opposites, etc. Look up new words in your dictionary. This will help you learn them and expand your vocabulary.

4 Complete the sentences with: *breathtaking, bright, popular, dive, returns, proud*.

- The sport of falconry is ..... in Kazakhstan.
- I am very ..... of my country.
- There is a ..... view from the top of the mountain.
- The eagle always ..... to the falconer.
- The sun is so ..... today that I need sunglasses.
- Birds of prey ..... from high up in the sky.

5 Use your dictionaries to explain the words in bold in the text on p. 10. What part of speech is each?

## Listening

6  Listen to Petra talking about her hobby and complete notes.

Hobby: 1

Place: 2

How often: 3

Equipment: 4

Cost: 5

## Speaking

7  Ask and answer questions about hobbies and leisure activities.

A: What's your favourite hobby or sport?

A: Where do you do it?

B: I love snowboarding.

B: I go snowboarding in the mountains.

A: Why do you like it?

A: How often do you do it?

B: I like it because it's great exercise.

B: I go twice a month.

## Writing

8   Bring a photo showing you doing your favourite hobby. Create a poster. Display it to the class.

Hobbies are good.

"I ♥ ice skating."



# Everyday English 1d

## • Making plans

### 1 Listen and repeat. Mark the stressed syllables.

- Why don't you come along, too? • Sorry, I can't.
- Do you want to come go-karting with us? • Sure, why not?

### 2 7.14 The sentences in Ex. 1 are from a dialogue between two friends. What is the dialogue about?

#### Listen and read to check.

Martin: Hi Kelly! We're going ice skating this evening. Why don't you come along, too?

Kelly: Sorry, I can't. I'm having a dance lesson tonight.

Martin: What about Saturday afternoon? Are you busy then?

Kelly: Not really.

Martin: Do you want to come go-karting with us?

Kelly: Sure, why not? What time?

Martin: At four thirty.

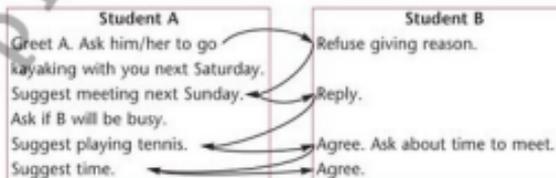
Kelly: That's fine. See you there, then.



### 3 Listen to the dialogue. Take roles and read it out.

### 4 Find sentences in the dialogue which mean: I'd like you to come with us. – Are you free on Saturday afternoon? – Yes, that sounds good. – Let's go go-karting together.

### 5 7.14 7.56 Act out a similar dialogue like the one in Ex. 2. Follow the diagram.



## Pronunciation /n/, /s/, /tʃ/

### 6 Listen and circle the odd word.

- |  |                                       |
|--|---------------------------------------|
| 1 enough – tough – rough – though      | 3 caught – daughter – laugh – haughty |
| 2 though – although – thorough – dough |                                       |

#### Making plans

- I'm/We're going ... (next week).
- I'm/We're thinking of/ planning to ...
- Why don't you ... ?/What about...?
- Do you want to ... ?

#### Agreeing

- Sure, why not?
- That's a great idea!
- I'd love to.
- Sounds good to me.

#### Disagreeing

- I'm afraid I can't.
- Sorry, I can't.
- I don't think so.
- Not really.
- Thanks, but I can't.



## Free-time

## Fun

What do you do in your free time? Stamp collecting? Ice skating? Well here are some leisure activities from around the world that are a little more exciting!



## Skateboarding – Kazakhstan

Do you want a free-time activity that combines thrills, a healthy lifestyle and the latest street fashion? Then why not try skateboarding? It's a hobby that improves your physical fitness as well as your concentration. In cities such as Almaty and Astana, more and more teenagers are taking up this sport. All you need is a skateboard and somewhere to skate. Almaty has a new skatepark at the Central Park of Culture and Recreation.

## Martial Arts – UK

What do karate, kung fu and tae kwon do have in common? They are all East Asian martial arts which are popular pastimes for teens in Britain. This is because they are a great way to stay fit and improve strength and balance. Just as importantly, they help to improve self-esteem and teach values such as discipline and respect for others. Nearly every town in the UK has a range of martial arts schools and clubs, so teenagers can choose the perfect one for them. Martial arts are not easy, but they provide a great workout for the body and the mind.

## Check these words

- combine • thrills
- healthy lifestyle
- latest
- street fashion
- physical fitness
- martial arts
- have in common
- pastime • balance
- discipline • respect
- workout

**7.C8 7.R1** Look at the phrases below. How do you think they are related to the text? Listen and read to find out.

- healthy lifestyle • improve physical fitness • improve concentration
- stay fit • improve strength and balance • improve self-esteem
- teach discipline and respect for others

**7.R2** Read the statements and mark them as T (true), F (false) or DS (doesn't say).

- 1 Skateboarding is a great form of exercise. ....
- 2 Skateboarding is getting more and more popular with teenagers. ....
- 3 There are no special places for skateboarders in Almaty. ....
- 4 Martial arts can make young people more confident. ....
- 5 There are competitions for young martial arts fans. ....

**7.S7** Use the words in the Check these words box to make sentences about the hobbies in the text.

**7.C7 7.W3** What other hobbies do teenagers do in your country? Write a short text about one. Include: what it is – where teenagers do it – why it is fun – any other interesting information.



## Across the Curriculum 1f

Physical Education

**couch potato**  
/kaʊtʃ ˈpɒtətuː/ (n)  
someone who  
watches a lot of  
television and does  
not get enough  
exercise

### Check these words

- junk food • soft drinks
- couch potato
- become healthy
- plenty of • instead of
- contain fat • tasty
- turn on • tune

- 1 **7.14** Read the dictionary definition. What do you think someone can do to stop becoming a 'couch potato'?

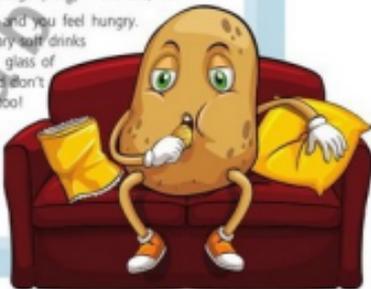
🔊 Listen and read to find out.



### Are you a Couch Potato?

Do you watch TV or play video games during your free time? Do you eat junk food and drink soft drinks when you watch TV? Change your couch potato habits and become a healthy teen.

- Exercise is wise. It helps you look good and feel happy. When you have some free time, go cycling or play basketball with your friends. It is lots of fun and you get plenty of exercise, too!
- Your favourite series is on and you feel hungry. Instead of biscuits and sugary soft drinks get a bowl of fruit with a glass of juice. They are delicious and don't contain fat. They are tasty, too!
- When you don't feel like going out, turn on the radio, find your favourite tune, and start dancing. It's fun!



- 2 **7.12** Read the text again and complete the sentences.

- 1 Change your couch potato habits and .....
- 2 Exercising helps you look good and .....
- 3 In your free time, you can .....
- 4 While you're watching TV, don't eat ..... or drink .....
- 5 Instead you can have .....
- 6 While at home, you can turn on the radio and start .....

- 3 **7.C7** **7.53** How can someone avoid being a couch potato? Use your answers in Ex. 2 to tell your partner or the class.

- 4 **7.53** **7.56** Find more information online about how teenagers can stay healthy. Present your information to the class. Use the title *How to stay healthy*. Think about: **exercise – food & drink – hobbies**.

## Writing 1g

## Study Skills

## Topic sentences

Start the main body paragraphs with a topic sentence. A topic sentence is the summary of the paragraph and introduces the main idea of it. Topic sentences help you organise your writing and also help the reader follow it.

## Study Skills

## Linkers

Use a variety of linkers (*and, with, but, also, however, though*) to make your piece of writing more interesting. To join similar ideas, we use *and, as well, too*. *My hobby is interesting and fun*. To join opposing ideas, we use *but, however, though*. *Surfboarding is fun, but you can't do it in bad weather.*

## • An email describing a hobby

1 Read the Study Skills box, then read the email. Complete the gaps (1-2) with the topic sentences (A-C). One topic sentence is extra.

- A I love photography for lots of reasons. | B My favourite hobby is photography.  
C I don't have a lot of free time.

 VIDEO

**From:** Assel  
**To:** Jules  
**Subject:** My hobby

Hi Jules,  
How are things? I'm writing to tell you about what I do in my free time.  
 1  At the weekend, I love to go into the countryside and take photos of all the animals. It's an easy hobby to do because all you need is a good camera. Some of them are expensive, but others are a lot cheaper.  
 2  I love it because it helps me relax. It's so quiet in the fields and woods. I really enjoy spending time in the fresh air, too.  
 What about you? What do you do in your free time?  
 Write back soon,  
 Assel



2 **7.96** Rewrite the sentences using the linkers in brackets.

- Free running is exciting. It can be dangerous. (*but*)  
*Free running is exciting, but it can be dangerous.*
- Collecting seashells is cheap. It's easy to do. (*as well*)
- Playing video games is fun. Playing too much isn't good for us. (*However*)
- Paintballing is great exercise. It can hurt. (*though*)
- Rock climbing is difficult. It is tiring. (*too*)

3 **7.51** Think of your favourite hobby and answer the questions.

- What is the name of your hobby? | 3 What do you need to do it?
- How/Where do you do it? | 4 How do you feel when you do it?

## Writing (an email describing a hobby)

4 **7.97** **7.98** **7.99**  Write an email to your English pen-friend describing your hobby (60-80 words). Use your answers to Ex. 3 and the plan. Pay attention to punctuation.

- Para 1: greetings, reason for writing  
 Para 2: name of your hobby, how/where you do it, equipment  
 Para 3: how your hobby makes you feel  
 Para 4: closing remarks

# EDUTAINMENT 1

## VALUES

### Benefits of hobbies

- 1 a) **7.C3** Read the benefits of hobbies below. Tick (✓) the statements that are true for you. Can you think of any other benefits?

My hobby ...

- helps me deal with stress.
- relaxes me. • challenges me.
- means I can meet new people.
- keeps me fit. • gets me out of the house.
- helps me forget about my worries.
- makes me feel free.

- b) **7.C3** Why do people need to have a hobby? Tell the class.

- c) **7.C4**  In pairs invent a hobby. Think of: its name – how to do it – what makes it special. Present it to the class.

- 2 Do the quiz. Mark the sentences T (true) or F (false).

## QUIZ

- 1 Paintballing can be done indoors and outdoors. ....
- 2 Alex Jacobs is 16 years old. ....
- 3 Pygmies are the tallest people in the world. ....
- 4 Genghis Khan was the world's first falconer. ....
- 5 There are sanctuaries in Kazakhstan for endangered birds of prey. ....
- 6 There is nowhere to go skateboarding in Almaty. ....
- 7 There are lots of different martial arts. ....

- 3  **THINK!** Go through Module 1 and write a T/F quiz of your own.

- 4 **Song:** a) Read the title. What could the song be about?  
 Listen, read and check.

- b) Read and write the person's routine. Compare it with your routine.



## Busy

On Mondays, I play football  
 On Tuesdays, I meet friends  
 On Wednesdays, I play basketball  
 The fun just never ends

*I'm always very busy  
 I've got lots of things to do  
 From Monday through to Friday  
 And at the weekends too*

On Thursdays, I go shopping  
 And buy the things I like  
 On Fridays, I go swimming  
 And I often ride my bike

On Saturdays, I watch TV  
 And stay up very late  
 On Sundays, I have lots of fun  
 The weekends are just great.



# MODULE 2

## Communication & Technology

### ►► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas; deduce meaning from context
- Speaking: giving instructions
- Writing a for-and-against essay

#### Themes:

- communication & technology
- etiquette in Kazakhstan & around the world

- VALUES: mobile manners

#### Language Focus:

- can/could – be able to • used to
- time words • adjectives
- -ing/-ed adjectives • adverbs
- quite/rather • should/shouldn't

### Vocabulary

- Means of communication

#### 1 Look at the pictures.

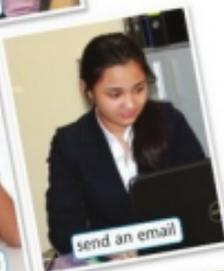
- 🔊 Listen and repeat.

#### 2 Use the phrases with *often*, *sometimes* and *never* to make sentences.

*I often chat on social media.*

*I sometimes ...*

*I never ...*



- Find the page numbers for
- antique machines
  - a bar graph
  - an Internet forum



# Vocabulary 2a



Say four things that impressed you from the text.

## • Space

### 3 Match the words in the two columns.

Use them to complete the sentences.

1	space	a	island
2	time	b	exploration
3	desert	c	system
4	solar	d	capsule

- The ship found the survivors on a .....
- Many people disagree with the money spent on .....
- How many planets are in our .....?
- What should we put in the ..... to represent our civilisation?

### 4 Complete the sentences with the appropriate verb in the correct tense.

- launch • transmit • explore • land
- communicate • design • represent

## Amazing Facts



- The Soviet Union ..... the world's first artificial satellite, Sputnik 1, from Baikonur Cosmodrome in Kazakhstan.
- Neil Armstrong was the first astronaut to ..... the surface of the moon on foot.
- A small satellite in space can receive and ..... 5,000 telephone calls and 12 TV shows at the same time.
- Modern firefighters' suits are similar to the space suits that scientists ..... for astronauts.
- In November 1974, scientists tried to ..... with extraterrestrials for the first time.
- The unmanned spacecraft ExMars lifted off from Baikonur Cosmodrome on a mission to ..... on Mars and search for signs of life.
- The first astronaut to ..... Britain in space was Helen Sharnan, a chemist who visited the Mir space station in 1991.



## Listening

### 5 Listen to Harry asking for information about a school visit to a planetarium. For questions 1-5, choose the correct answer (A, B or C).

- In Alien Worlds, children can visit  
A other planets. B Earth. C stars.
- Each show lasts about  
A 15 minutes. B 25 minutes. C 20 minutes.
- The planetarium closes at  
A 10 pm. B 4 pm. C 6 pm.
- In a large group, a child's ticket costs  
A £6.95. B £4.65. C £3.50.
- The best way to get to the planetarium is by  
A train. B bus. C taxi.

## Speaking & Writing

7.C3

7.W5



Imagine you are sending a time capsule into space. In the time capsule you can put five things that represent your nation. Decide what to put in it. Present your choices to the class. Give reasons. Use the phrases below to discuss.

- I disagree with you because ...
- I think that ... • I don't think that ...
- I agree with ... • In my opinion, ...

### • Describing a scene

7

7.C10



Imagine you were the first human to make contact with extraterrestrials. Write or talk about it. Think about: where you were – what you were doing – what happened – how you felt. You can draw a picture if you like.

## Use of English 2b

### • can/could – be able to

- 1 **7.UE1B** Read the examples. Say the sentences in your language.

#### can/is able to

- ability in the present.  
*He can/is able to speak Spanish fluently.*
- opportunity to do something.  
*We can sit outside if you like.*

#### could/was able to

- ability in the past. *He could/was able to speak Spanish when he was ten.*
- ability in a specific situation in the past.  
*She was able to solve the puzzle in five minutes.*  
(NOT: *She could ...*) (= She managed to)

**Note:** In questions and negations we can use either **could** or **was able to**.

#### will be able to

- ability in the future. *He'll be able to buy a new car as soon as he gets the money.*

- 2 **Fill in: can, could or be able in the correct form.**

- Bill ..... read from the age of four.
- You ..... call her now.
- He ..... to Skype us when he finishes work.
- Malika ..... speak four foreign languages. She's clever.
- Soon, we ..... to travel into space for holidays.
- John ..... to finish his homework in ten minutes. He found it very easy.
- You ..... leave now if you like.
- Anyone ..... use the internet. It's simple!
- Tell her she ..... borrow my laptop whenever she likes.

- 3 **Complete the sentences about yourself.**

- I can .....
- I can't .....
- I could .....
- I couldn't .....
- I was able to .....
- I'll be able to .....

### • Past habits (used to)

- 4 **Read the examples. Say them in your language. Then write sentences about what people used to/didn't use to do in the past using the phrases (1-5).**

We use **used to** to talk about **past habits**.

*People used to send letters 190 years ago.*

*They didn't use to send emails.*

*Did your grandparents use to send letters when they were young?*

- carry a phone with them (X)
- travel by boat (✓)
- have remote controls (X)
- play video games (X)
- listen to vinyl records (✓)

### • Time words

- 5 **Read the examples. Say them in your language. What tense do we use after time words? Does it refer to the present or the future?**

*Let's wait until he comes back.*

*By the time they call, we'll be at home.*

*Call us as soon as you arrive.*

*He'll go when he finishes.*

**BUT**  *When will he finish?* (**When** is a question word.)

We never use **will** after time words (*until, by the time, when, etc*)

- 6 **Put the verbs in brackets into the present simple.**

- When you ..... (see) Tom, tell him to call me.
- Let's wait until she ..... (telephone).
- We will start the game as soon as Rory ..... (arrive).
- He will call us when he ..... (get) home.
- By the time they ..... (arrive), I'll be asleep.
- Don't worry! I'll stay here until you ..... (get back).

## Use of English 2b

## • Adjectives

**Adjectives** tell us what something is like. They are the same in the singular and the plural. They come before a **noun** (*fast car*) or after the verb to **be** (*The car is fast.*).

When there are two or more adjectives before a noun, they appear as follows:

	Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
a	nice	small	old	round	brown	French	wooden	box

### 7 Put the adjectives in the correct order. What is each adjective?

- He's got five **round<sup>2</sup> blue<sup>3</sup> small<sup>1</sup>** discs.  
*small: size, round: shape, colour: blue*
- They live in a(n) **wooden old big** house.
- It was a **green tall skinny** alien.
- Her dad has got a(n) **red Italian small** sports car.
- They saw a **round gigantic silver** spaceship.
- His granny is a(n) **friendly old Spanish** lady.

## • -ing/-ed adjectives

**Adjectives in -ing** express what something is like.  
*The film was **amusing**.* (What was it like? Amusing.)

**Adjectives in -ed** express how we feel about it.  
*We were **amused**.* (How did we feel? Amused.)

### 8 Choose the correct adjective. Give reasons.

- Most teenagers find new technology very **excited/exciting**.
- Mr Norman's Science lessons are always very **interesting/interested**.
- Saula was **thrilling/thrilled** to win the Young Scientist Award.
- Baurzhan developed an **amazed/amazing** new computer program.
- The new James Bond film is very **entertaining/entertained**.
- It's **surprised/surprising** what modern robots can do.
- I find Maths and Science terribly **boring/bored**.
- Alzhan was quite **worrying/worried** when she failed her exams.

## • Adverbs

Adverbs show: **manner** – *He walks **quickly**.* **degree** – *This mobile's **very cheap**.* **time** – *She'll call **tomorrow**.* **frequency** – *He's **always** late.*

### 9 Form complete sentences. Identify the type of adverb in bold.

- seldom**/the computer/uses/  
my mum
- back**/came/on Sunday/he/  
from Paris
- expensive**/is/this mobile/**very**
- slowly**/talks/James
- are staying/they/friend's house/  
at their/**tonight**

## • quite – rather (Adverbs of degree)

• **Quite** means 'less than very'. We use it in sentences with a **positive meaning**.  
*This smart watch is **quite cheap**.* **Quite** goes before **a/an**. *It's **quite** a good phone.*

• **Rather** means 'to a high degree'. We use it often in sentences with a **negative meaning**. *Tom can be **rather rude** on the phone.* **Rather** goes before or after **a/an**. *It's **rather** a long email. It's a **rather long** email.*

### 10 Fill in: quite or rather.

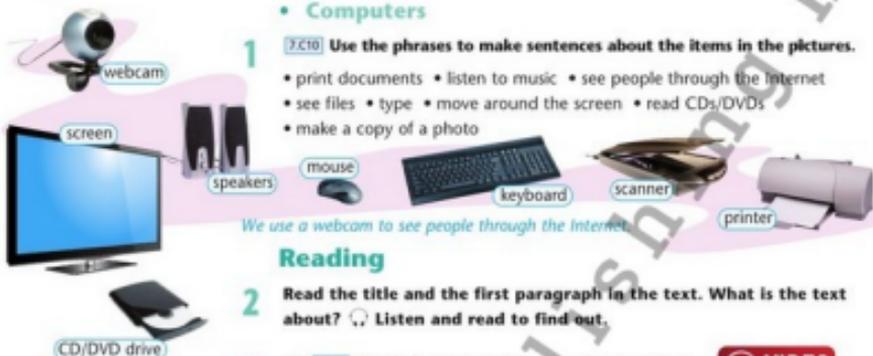
- That's a ..... expensive smartphone!
- I'm doing ..... well at the moment.
- They say this video game is ..... good.
- I think sending text messages is ..... boring.

## Skills 2c

### Computers

1 **7.C10** Use the phrases to make sentences about the items in the pictures.

- print documents • listen to music • see people through the Internet
- see files • type • move around the screen • read CDs/DVDs
- make a copy of a photo



We use a webcam to see people through the Internet.

### Reading

2 Read the title and the first paragraph in the text. What is the text about? Listen and read to find out.

3 a) **7.B1** Read the text and answer the questions.



### Smarter than the average house

When you're out of the house, is the fridge on the phone to the supermarket? Is the heating system having a word with the bath? And when you get back home, does the doorknob recognise you and say hello? Probably not, but in the house of the future all this – and more – is possible.

Researchers say that technology will transform your home in ways you can only dream about. Nanotechnology will clean your windows, intelligent spoons will check how hot or cold your soup is and the walls will sense\* if anyone is in your garden.

The next generation of fridges will use the internet to make sure your food stays fresh and they'll get in touch with the supermarket to order some more. The money will come straight out of your bank account and you'll never run out of milk again.

Imagine you're on the bus home after a hard day's work and

feel like a warm bath when you get back. All it takes in the house of the future is a quick text message to the heating system. The heating system warms the water and even runs the bath so that as soon as you walk through the front door, you can jump in and relax.

And what about the doorknob? Scientists say that a doorknob with a computer could see someone walking up the path with bags of groceries and open the door for them. At the same time, it could lock all doors and contact the police in case of burglary. And the best thing about all this is that it will soon be part of our daily routine. Welcome to the future!

\* sense = feel/find out



#### Check these words

- heating system
- doorknob • transform
- nanotechnology
- bank account
- run out of • contact

1 What type of new technology will help protect your house?

2 What role will the Internet play in smart houses?

3 Would you like to live in such a home? Give reasons.

4 Do you think there are disadvantages to this technology? Give reasons.

b) **7.S3**

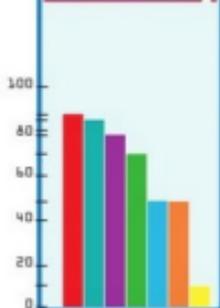


What would you like such a house to do in the future? Why? Say or write a few sentences.

c)



Design your ideal smart house. Think about: rooms – appliances – special features. Present your house to the class.

COMPUTER  
USAGE IN THE USA

## Speaking

- 4 a) 7.51 Look at the graph. Use the key and the phrases the majority, a lot of, some, a few, very few to talk about teenagers and how they use their computers in the USA.

KEY		
■ communicate with friends/surf the Net	■ general usage, send emails, make videos, save files, prepare PowerPoint presentations, burn CDs/DVDs, make music compilations	■ homework
■ play games/download music		■ reading/homework
		■ news
		■ blogs (design a web page)

The majority of teens in the USA use their computers to communicate with friends.

- b) 7.52 Ask and answer the questions.

- How often do you use your computer?
- What do you use your computer for? Tell your partner.
- Which are your favourite websites? Why?
- How often do you visit them?

• Giving advice (should/shouldn't)

- 5 7.4E11 Imagine you are an ICT teacher. Use these phrases to tell the class how to use the Internet safely. Use should/shouldn't.

- give your name to sb online
- use an antivirus program
- have a password
- keep a backup of files
- use a username
- give out personal information
- meet strangers you chat to online

You shouldn't give your name to someone online.

## Listening

- 6 7.17 Listen and match the people to the activity for which they most often use their computer.

- |           |                       |
|-----------|-----------------------|
| 1 Brendan | a download music      |
| 2 Emily   | b play computer games |
| 3 Alan    | c surf the Internet   |
| 4 Mum     | d send emails         |
| 5 Dad     | e download films      |
|           | f burn CDs            |
|           | g chat online         |
|           | h do homework         |

## Writing

- 7 7.C10 Do your classmates use their computers in the same way as American teenagers? Do a survey and make a graph like the one in Ex. 4 to represent the results. Present the graph to the class.



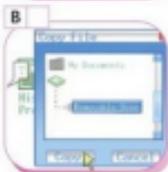
# Everyday English 2d



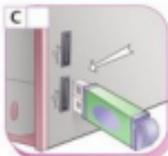
## • Giving instructions

### 1 Listen and repeat.

- Can you help me? • First, insert the stick into the slot in the tower.
- Now go to your files in 'My Documents'. • Got it! What's next?
- Click on 'Copy this file'. • Then what? • Is that all?



### 2 Listen and read. Put pictures A-F in the correct order (1-6). Check with your partner.



Wendy: Hey, what's wrong?

Sam: I don't know how to copy my history project onto this memory stick. Can you help me?

Wendy: Sure. First, insert the stick into the slot in the tower.

Sam: All right.

Wendy: Now go to your files in 'My Documents'. Then click on the file you want to copy.

Sam: Got it! What's next?

Wendy: Click on 'Copy this file'. A window will open.

Sam: Then what?

Wendy: Click on 'Removable disk' and then on 'Copy'. When it copies your file, close the window.

Sam: Is that all? Thanks, Wendy.

Wendy: No problem. Don't forget to remove the stick, OK?



### 3 Find phrases in the dialogue which mean: Are you OK? – Of course. – Done it! – What do I do next? – You're welcome.



### 4 Say the sentences in Ex. 1 in your language.



### 5 Listen and read the dialogue again. Take roles and read the dialogue aloud.

## Pronunciation /s/, /ʃ/

### 6 Listen and tick (✓). Listen and repeat.

	/s/	/ʃ/		/s/	/ʃ/		/s/	/ʃ/		/s/	/ʃ/
saw			Sally			shake			share		
show			shine			sale			say		



offer flowers

- 1 **7.C7** **7.B.8** Look at the pictures. Which of these actions are/aren't OK in Japan, the UK, Kazakhstan and Egypt?

 Listen and read to find out.

## WORLD FORUM



eat with a knife and a fork



leave food on your plate



eat with your hands



take off your shoes

Hi everyone! I recently stayed with my Japanese friend, Satomi, in Tokyo. At mealtimes, everyone used chopsticks – and sometimes even their hands – to pick up food. In Britain, we eat nearly everything with a knife and fork. There are only a few types of food, such as bread, that we can eat with our hands. We try not to leave food on our plates, and in Japan this is rather rude, too. It's good manners to finish everything, down to the last grain of rice! It's OK to bring flowers as a gift to your host in Japan, same as in England, as long as they're not white, and you must take your shoes off outside the door.

Liz, 13, UK 07/09, 19:52

I'm from Kazakhstan and here it's OK to eat with your hands. When we finish all our food, our host always gives us more. We leave some food to show that we are full and that our host gave us more than enough to eat. We never leave any bread, though. In Kazakhstan we also take off our shoes when we are visiting someone's home. Flowers are a good gift for the host, but you should always bring an odd number.

Nurlan, 13, Kazakhstan 08/09, 14:26

Hi! In Egypt, some of our rules are the same as yours, Nurlan. We also take off our shoes in someone's home, and we don't finish all the food on our plate. We use our right hand to eat. Giving gifts is good etiquette here, but we don't give flowers when we visit someone. Flowers are usually for weddings or the sick. Good gifts include sweets or pastries. And most important of all, we always give the gift with our right hand.

Fatima, 14, Egypt 08/09, 17:33

### Check these words

- recently • rude
- good manners
- gift • host • be full
- odd number
- wedding • the sick
- sweet • pastry

- 2 **7.B.2** Read again and mark the sentences T (true), F (false) or DS (doesn't say).

- 1 In the UK, it is rude to eat noisily. ....
- 2 In Japan, you can eat food with your hands. ....
- 3 In Kazakhstan, visitors to a house can take a gift. ....
- 4 In Egypt, visitors take their shoes off. ....
- 5 In Egypt, people never offer flowers. ....

- 3 **7.C.3**  Compare and contrast good/bad manners in Japan, the UK, Kazakhstan and Egypt.

- 4 **7.W.5**  Prepare a list of etiquette dos and don'ts for people visiting your country. Think about: visiting someone's house – eating – giving gifts. Write a short article for an international travel magazine.



## Across the Curriculum 2f

History

1

7.18

**The Industrial Revolution was a very important period of history which changed the way people lived and worked.**

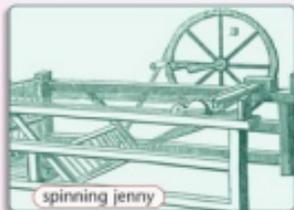
🔊 **Listen and read to find out how things changed.**

✓ **Check these words**

- industrial • spread • by hand
- twist thread • make cloth
- power • factory • coal • steam
- coal mining industry
- overcrowded housing • mine
- working conditions • wages
- improve • better standard of living



### THE INDUSTRIAL REVOLUTION



spinning jenny



steam engine

**T**he Industrial Revolution began in England in the 18th century and soon spread to Western Europe and the USA. New machines could make things much faster than before, when people worked by hand. In 1764, James Hargreaves invented the 'spinning jenny' to twist thread for making cloth. But the most important invention was James Watt's steam engine, which he built during the 1760s. Engineers began using steam engines to power machines in factories and built the first steamboats and trains. These all needed coal to make steam, so the coal mining industry also grew quickly.

More and more factories and coalmines appeared, turning small towns into big cities as people moved there to work. By 1850, half of the English population lived in cities, in poor, overcrowded housing. Men, women and even children worked in factories or mines. Working conditions were hard and unhealthy, and wages were low. Conditions slowly improved, however, and the things factories produced gave people a better standard of living. One thing is certain though, the Industrial Revolution changed the world forever.

2

7.19

**Read the text again and mark the statements T (true) or F (false). Correct the false statements.**

- 1 England was the first country to become industrial. ....
- 2 James Hargreaves made the first spinning jenny. ....
- 3 The spinning jenny was the first real steam engine. ....
- 4 James Watt invented the steamboat. ....
- 5 Only men worked in factories. ....
- 6 Workers got good money for their work. ....

7.20

7.W3



**In your opinion, what were the positive and negative effects of the Industrial Revolution on society? In three minutes, write a paragraph on it. Read it to your partner.**

3



**Collect information about the Industrial Revolution in the USA. You can use the key phrase: The Industrial Revolution, USA. Present your findings to the class.**

## Writing 2g

## • A for-and-against essay

- 1 **7.8T** Read the essay and answer questions 1-3.



## Is the Internet good or bad?

by Wendy Humm

Teens cannot live without the Internet and spend most of their time on it. Is this a good thing?

The Internet is a useful tool. You can find information on any topic and use it for schoolwork and projects. Also, the Internet helps communication. You can chat or send emails to your friends wherever they are.

On the other hand, the Internet can be harmful. If you spend too many hours online or in front of the screen, it can damage your eyes. The Internet can also distract you from real life. You may avoid hanging out with your friends or neglect your homework.

All in all, the Internet is helpful in learning and communications. However, teens must use it sensibly.

## Check these words

- tool • topic • chat
- harmful • screen • damage
- distract • neglect • sensibly

- 1 What advantages does Wendy mention? What examples does she give?
- 2 What are the disadvantages? What examples does Wendy give?
- 3 What is Wendy's recommendation?

## Study Skills

## Topic/Supporting sentences

In a for-and-against essay, start the main body paragraphs with a topic sentence which summarises the paragraph. This should be followed by supporting sentences that give details and examples to support the main idea.

- 2 Find the topic sentences in the main body paragraphs. Can you suggest other appropriate ones?

## Listening for ideas

- 3 **7.15** Match the arguments (1-4) to the examples (a-d).

## Listen to a radio programme and check.

- |                            |                           |   |                               |
|----------------------------|---------------------------|---|-------------------------------|
| <input type="checkbox"/> 1 | distracts from homework   | a | parents can reach kids easily |
| <input type="checkbox"/> 2 | useful during emergencies | b | radiation damages health      |
| <input type="checkbox"/> 3 | instant communication     | c | fall behind in schoolwork     |
| <input type="checkbox"/> 4 | unhealthy                 | d | can save lives                |

## Writing (a for-and-against essay)

- 4 **7.16** **7.16T** **Portfolio** Use ideas from Ex. 3 to complete the essay for your English school teacher entitled *Should teenagers have mobile phones?* (80-90 words). Use appropriate topic sentences to start the main body paragraphs.

## Should teenagers have mobile phones?

- Para 1:** state the topic (*Most teens have mobile phones and a lot of them are hooked on them. Is this good or bad?*)
- Para 2:** advantages & examples (*Mobile phones are ... You can ... Moreover, you ...*)
- Para 3:** disadvantages & examples (*However, mobile phones can be ... if ... They can also ...*)
- Para 4:** summarise the topic (*Mobile phones are very useful gadgets to have. However, teens should use them sensibly.*)



# EDUTAINMENT 2

## VALUES

### Mobile manners

1 a) **7.C3** Read the sentences about smartphone etiquette and mark the sentences ✓ (I agree) or ✗ (I don't agree). Tell the class. Give reasons.

- I use headphones when I am listening to music in public.
- I turn off my smartphone in cinemas.
- I ignore the people I am talking to when I get a message.
- I ask people before I put photos of them online.
- I send everyone updates all the time.
- I am polite in messages or comments.
- I talk loudly on my smartphone on public transport.
- I look at my smartphone while I am walking.
- I take photos of people in public without asking.
- I never give someone's phone number without asking.

b)  Use your answers above to make a poster about the dos and don'ts of using smartphones. Use the title *Smartphone Etiquette*. Display it to the class.

2 Do the quiz. Mark the sentences T (true) or F (false). Correct the false statements.

## QUIZ

- NASA sent a time capsule into space in 1977. ....
- Neil Armstrong was the first man on the moon. ....
- Houses of the future will use steam energy. ....
- You can see people on the Internet with a scanner. ....
- You need to take off your shoes when you visit someone in Kazakhstan. ....
- Good etiquette is the same all over the world. ....
- James Watt invented the spinning jenny. ....

3   Look at Module 2 and write a T/F quiz of your own.

4 **Song:** Read the song. Complete the gaps with: too, text, away, play, phone, know, online, diary.  
  
 Listen, read and check.

## VIDEO

Every time that I go out  
 I take my mobile 1) .....  
 And then, no matter where I am,  
 I never feel alone  
 I can call or send a 2) .....  
 To say that I am fine  
 And my phone has Internet  
 So I can go 3) .....

I just love my mobile phone  
 I use it every day  
 I'm never out of touch with friends  
 They're just a call 4) .....  
 My phone gives me freedom  
 And it's really great to 5) .....  
 I've always got some company  
 No matter where I go

I can play some music  
 I can take a photo, 6) .....  
 My phone is incredible  
 There's nothing it can't do  
 I can check my 7) .....  
 And see what's on today  
 And when I get very bored  
 I've got some games to 8) .....

5  Why is the mobile phone important to the singer?

**7.W3**  Is it the same for you? Why? Write a short paragraph. Read it to your partner.

## MODULE

## 3

## Holidays &amp; Travel

## ▶▶ What's in this module?

**Skills Focus:**

- **Reading & Listening:** for specific information and main ideas
- **Speaking:** describing experiences, inviting – accepting/refusing
- **Writing:** an informal email giving news

**Themes:**

- Holidays & travel • holiday activities
- *Amazing Travels in Kazakhstan & Australia*
- **VALUES:** Be a responsible traveller

**Language Focus:**

- present perfect
- *have been/have gone*
- *just/yet/already/since/for*
- present perfect vs past simple

**Vocabulary**• **Holiday activities: Sports**1 **Match the pictures to the sports. Three sports do not match.** Listen, check and repeat.

- |                       |                        |
|-----------------------|------------------------|
| a bungee jumping      | i skydiving            |
| b hang-gliding        | j mountain biking      |
| c snowboarding        | k canoeing             |
| d white-water rafting | l white-water kayaking |
| e rock climbing       | m ice climbing         |
| f snorkelling         | n base jumping         |
| g skateboarding       | o sandboarding         |
| h motocross           |                        |

2 **List the sports under the headings. Check with your partner.**

- |                     |                |              |
|---------------------|----------------|--------------|
| water               | air            | land         |
| white-water rafting | bungee jumping | snowboarding |

3 **Use the adjectives to discuss.**

- thrilling • dangerous • exciting • tiring
- expensive • challenging

A: I like snowboarding.

B: So do I. It's thrilling. OR I don't. It's dangerous.

A: I don't like hang-gliding.

B: Neither do I. It's very dangerous. OR I do. It's exciting.

Find the page numbers for

• snakes

• a map

• a travel blog

## Reading 3a

- 1 Look at the title of the blog and the picture. What do you think Kate is writing about?

🔊 Listen and read to find out.



Kate's Blog

NAME CONTACT

### An Unforgettable Experience

Hi guys! Greetings from Brazil! I've been here for two weeks now and I'm having the time of my life. Right now, I'm sitting in a café in Manaus, the city where two rivers join to become the Amazon River. I'm extremely tired, but thrilled. Want to know why? I've just got back from my Amazon safari! I've visited some gorgeous places, but nothing compares to this one. The safari was by boat – the only way to get through the huge rainforest easily. We started a week ago near the mouth of the river and slowly made our way up the winding Amazon through mile after mile of dense rainforest. We stopped every night to camp on the riverbank. I've never seen so much wildlife. Fish, birds, monkeys and even a jaguar once, just before nightfall. I've never felt so alive! It was a unique experience.

What about you guys? Have you ever had a memorable experience like that?

Kate

Comment 15.02

Hi Kate! I've never been to the Amazon, but after your description, I've put it on my list of places to visit! I won a competition last year and the prize was a holiday in Bali. It was my first time abroad. I got to know a lot of people and learned about a completely different culture and way of life. Travelling abroad has changed me – I recommend it to anyone who gets the opportunity.

Nurlan 9B

#### Check these words

- the time of my life
- nothing compares to
- mouth of the river
- make our way
- winding • dense
- nightfall • feel alive
- culture • opportunity

- 2 a) 7.R1 Read the text and complete the sentences.

- 1 Kate is tired because she .....
- 2 She went through the Amazon Rainforest by .....
- 3 Every night they stopped and camped on .....
- 4 Nurlan went to .....
- 5 His trip taught him a lot about .....
- 6 Nurlan feels that everyone should .....

- b) 7.R2 Answer the questions.

- 1 Where is Kate?
- 2 Why did she travel by boat during the safari?
- 3 What animals did Kate see during the safari?
- 4 Why did Nurlan put the Amazon on his list of places to visit?
- 5 Why does Nurlan recommend travelling abroad?

7.S3



What makes each person's experience unforgettable?

Tell your partner.

## Vocabulary 3a

### 3 Choose the correct word.

- Nothing joins/compares/gets to a safari in the Amazon Rainforest.
- Greetings from Bali. I'm having the moment/time/prize of my life here.
- We decided to camp at the mouth/mile/wildlife of the river.
- We walked through the memorable/dense/extreme rainforest very carefully.
- I've never felt so alive/winding/dense in my life.

### Experiences

4

7.54

7.57



Look at the pictures. Discuss, as in the example.



5 fly in a hot-air balloon

7 camp on a riverbank



- A: Have you ever been on safari?  
 B: Not never. What about you?  
 A: Yes, I have. I've been on safari in Kenya once.

### Speaking

5

7.55

Think of the most memorable travel experience in your life.

Tell your partner. Talk about: what it was – when it was – where you were – who was with you – what happened – how you felt.

### Writing

6

7.92



Portfolio

Use your answers in Ex. 5 to post a comment to Kate's blog about your memorable experience (60-100 words).

## Use of English 3b

### • Present perfect

- 1 Read the theory. Say the examples in your language. Find examples in the text on p. 30.

#### Form: have/has + past participle

##### Affirmative

I/You/We/They **have played** well.  
He/She/It **has played** well.

##### Negative

I/You/We/They **haven't played** well.  
He/She/It **hasn't played** well.

#### Use:

We use the **present perfect** for:

- actions which started in the past and continue up to the present. *They have been friends for five years.*
- an action which happened at an unstated time in the past and its results are visible in the present. *She has broken her leg.* (When? It's not important. Her leg is in a cast now.)
- experiences. *He has travelled to Rome twice.*

#### Time expressions used with the present perfect:

since, for, yet, just, already, ever, never, this week, etc.

- 2 Match the verbs (1-10) to the past participles (a-j). Which of them are R (regular), I (irregular)?

Verb	Past Participle
1 break	a been
2 drive	b eaten
3 meet	c broken
4 be	d gone
5 travel	e travelled
6 eat	f lived
7 write	g driven
8 go	h tried
9 try	i written
10 live	j met

- 3 Use the verbs in the list in the present perfect to complete the sentences.

• take • try • visit • learn • go  
• win • fly

- They ..... a lot of museums so far.
- Assel ..... in a Boeing 747 twice.
- She ..... to play the piano.
- We ..... part in the competition twice.
- He ..... two gold medals so far.
- I ..... sushi once.
- Damir and Berik ..... to the beach.

- 4 a) Look at the table and complete the sentences.

	Zhenya	Rauan & Sauran	Sanzhar
sleep in a tent	✓	✓	✗
go bungee jumping	✗	✗	✓
run a marathon	✗	✓	✗
try Indian food	✗	✓	✗

- Sanzhar *hasn't slept* in a tent.
- Zhenya ..... bungee jumping.
- Rauan and Sauran ..... a marathon.
- Zhenya and Sanzhar ..... Indian food.
- Zhenya ..... a marathon.
- Rauan and Sauran ..... in a tent.

b) Which of these activities have you done? have you never done?

*I've slept in a tent.*

*I've never slept in a tent.*

- 5 Read the table. How do we form the present perfect interrogative?

Interrogative	Short Answers
Have I/you/we/they played well?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it played well?	Yes, he/she/it has. No, he/she/it hasn't.

## Use of English 3b

### • Asking about experiences

#### 6 Ask and answer.

- you/ever/see a snake?  
A: *Have you ever seen a snake?*  
B: *Yes, I have./No, I haven't.*
- your parents/ever/eat snails?
- your best friend/ever/break/leg?
- your teacher/ever/sing in class?
- you/ever/meet a famous actor?
- your friends/ever/be on a roller coaster?

### • just – yet – already – since – for

#### 7 Read the examples. Say them in your language.

*I've just finished my homework.  
He hasn't come back yet.  
Have you met them yet?  
I've already packed my suitcase.  
She has worked here since 2007.  
He has lived here for ten years.*

#### 8 Kanat is going on a hiking trip this weekend. Write sentences using *already* or *yet*.

- pack his things (✓)  
*Kanat has already packed his things.*
- collect his train ticket (X)
- find his boots (✓)
- buy a new jacket (X)
- check the weather forecast (X)
- book a hotel room (✓)

#### 9 What has happened to each person? Use the phrases below and *just* to write sentences.

- finish work
- win the competition
- receive bad news
- lose our passports
- run a marathon

- |                             |                      |
|-----------------------------|----------------------|
| 1 She's tired.              | 3 He's happy.        |
| She has just finished work. | 4 They're exhausted. |
| 2 He's upset.               | 5 We're worried.     |

### • have been – have gone

#### 10 Read the examples. Then complete the sentences with *have/has been* or *have/has gone*.

*The Smiths have gone to Almaty. (They are there now.)  
The Smiths have been to Almaty. (They have come back.)*

- Becky isn't here. She ..... to the library.
- They ..... to Barcelona twice.
- Jim ..... to a summer camp. He'll be back in a week.
- The Browns ..... to Hong Kong, but we haven't.
- Sally ..... to the bank to get some money.

### • Present perfect vs Past simple

#### 11 Read the theory. Find examples in the text on p. 30.

- We use the **present perfect** for actions which started in the past and continue up to now, or for personal experiences.

*I've lived here for a long time. I've been to Almaty.*

- We use the **past simple** for actions which happened in the past. *I moved here in 2004.*

#### 12 Use the phrases to ask and answer.

- |  |                                  |
|--|----------------------------------|
| 1 travel abroad – last ...<br>A: <i>Have you ever travelled abroad?</i><br>B: <i>Yes, I have.</i><br>A: <i>When did you go?</i><br>B: <i>I went to Spain last March.</i> | 2 try an extreme sport – ... ago |
|  | 3 swim with dolphins – last ...  |
|  | 4 ride a camel – ... years old   |
|  | 5 climb a mountain – last ...    |

#### 13 Use these time expressions to write true sentences about yourself: *ago, just, last month, in 2010, already, last summer, yesterday, since, two weeks ago.*

*I finished my homework an hour ago.*

## Skills 3c

## Reading

1 a) Do you know any travellers' tales: of your own? from someone close to you? Tell the class.

b) Look at the pictures. What do you think happened?

🔊 Listen, read and check if your answers were correct.

2 **7.82** Read the text and for questions 1-5 choose the correct answer A, B or C.

- The passenger was travelling by  
A train. B car. C plane.
- The passenger was travelling to  
A Korea. B Atlanta.  
C South Korea.
- In the passenger's luggage there were  
A empty bottles. B snakes only.  
C reptiles and birds.
- Hendericks was surprised  
A by the bird specimens.  
B by the number of snakes.  
C that no passengers were injured.
- The US Fish and Wildlife Service were worried about  
A the snakes' poison.  
B the animals' safety.  
C endangered species.

## Travellers' tales



Have you ever thought about the risks you take when you travel? We have all heard horror stories of missed flights, lost luggage, train delays and traffic jams but have you ever heard about snakes? No? Well, here's a story that will make you think twice the next time you fly.

It all started one day when a passenger boarded a flight in South Korea with a little 'something' extra in his luggage. However, he didn't declare what this something extra was when he left South Korea.

When he arrived in Atlanta, USA, customs officer Christopher Hendericks checked the man's luggage. To his surprise he found 30 snakes in bottles! He also found some bird specimens in the bottles, and a special liquid with the snakes and birds to preserve them.

Hendericks said, "I've found snakes before but what surprised me about this case was how many there were. At least no passengers were hurt." Even though the reptiles and birds were not alive, there was still a problem. As the US Fish and Wildlife Service stated, "It's possible that the dead snakes had poison in them. The passenger even put scorpions in the snakes' mouths. So, we had to check all the animal specimens in the bottles."

The airline did not release the name of the passenger. The police charged the man with breaking the law twice, once for not declaring the strange contents of his luggage and once for importing endangered species.

## 3 Choose the correct item. Check your answers in the text.

- 1 think about/for risks | 3 arrive in/on Atlanta  
2 hear stories of/in missed flights | 4 charge with/of breaking the law

4  Fill in: *missed, break, board, import, lost, take, and then ask and answer, as in the example.*

- 1 ..... flights | 3 ..... a flight | 5 ..... endangered species  
2 ..... luggage | 4 ..... the law | 6 ..... risks

A: *Have you ever missed a flight?*B: *Yes, I have. / No, I haven't.*

## Speaking

5  7.57 Imagine you are customs officer Christopher Hendericks. Describe the event from your point of view. Use the phrases in Exs 3 and 4.

*It was ... I was checking ... A passenger ... , so I asked him to ... There were ... He was charged ...*

## Listening

6  7.15 Listen to Alex talking to his friend about holiday problems. Match the people to the problems. There are three extra problems you do not need to use.

- |   |        |
|---|--------|
| 1 | Jenny  |
| 2 | Peter  |
| 3 | Fred   |
| 4 | Nina   |
| 5 | Dennis |

- a miss a flight
- b lose passport
- c get sunburnt
- d get sick
- e get a flat tyre
- f lose luggage
- g someone steal wallet
- h car break down

## Narrating past experiences

7.19 7.54  Imagine you are on holiday. You have one of the problems in Ex. 6. Discuss, as in the example.A: *Aidar, what's wrong?*B: *I've lost my passport.*A: *Oh, dear! I'm so sorry. How did it happen? ...*

## Writing

8  7.92 Think of a holiday experience of yours. Write a short article for the school magazine (60-80 words). Write: when it was, where you were, who was with you, what you did, how you felt.

# Everyday English 3d

## • Inviting – Accepting/Refusing

1 **7.14** The sentences below are from a dialogue between two friends. What is the dialogue about?

🔊 Listen and read to find out.

- Have you made any plans for next weekend?
- How about going sailing? • Let's ask them together, then.

2 **7.R1** Read the dialogue. What is Kairat going to do next weekend?



Kairat: Have you made any plans for next weekend?  
 Ryan: No, I haven't made any plans yet. Why?  
 Kairat: How about going sailing?  
 Ryan: That sounds great! Where?  
 Kairat: In Kolsai Lakes. Have you ever been?  
 Ryan: Yes, I have. I love it there.  
 Kairat: I'm going with my dad. Why don't you come with me?  
 Ryan: I'll have to ask my parents first.  
 Kairat: OK. Let's ask them together, then.

### Inviting

- Why don't ...?
- How about (+verb -ing)?

### Accepting

- That's a good idea.
- I'd love to.
- That sounds great.

### Refusing

- Thanks, but I can't.
- I'd love to, but I can't.
- I'd rather not, but thanks anyway.

3 Find sentences in the dialogue which mean: *Why don't you join me? – We can ask them together. – That's a good idea.*

4 Say the sentences in Ex. 1 in your language.

5 Listen and read the dialogue. Take roles and read it aloud.

6 **7.52** Your friend Serik is going kayaking in Aktau this weekend. He invites you to go with him. Use phrases from Ex. 1 to act out your dialogue.

## Pronunciation /tʃ/, /dʒ/, /j/

7 Listen and tick (✓). Listen and repeat. Think of more words with the same sounds.

	/tʃ/	/dʒ/	/j/
chance			
jet			
juice			
yet			

	/tʃ/	/dʒ/	/j/
jar			
change			
yes			
champion			



- 1 **7.08** Look at the pictures in the blog. What would you like to know about these sports? Think of three questions.  
 Listen, read and check if you can answer them.

My Travel Tips | My Travel Blog | My Photos | Contact me



## My Amazing Travels

I've seen a lot of strange things during my trip, including some really weird sports and races. Here are two of the best!



cockroach racing

Cockroach racing has got to be the craziest sport on the planet. So, how did it all begin? The story goes that one day in 1962 in Brisbane, Australia, two men had an argument about which part of the town had the biggest and fastest cockroaches. The next day they had a race to see who was right. The crowd enjoyed it so much that cockroach races have taken place every January 28th since then!

When I was in Kazakhstan, I saw something that took my breath away. Horsemen riding at a full gallop leaned down out of the saddle to snatch up a handkerchief from the ground – on the left, then on the right, again and again! The winner was the one who grabbed the most handkerchiefs. I couldn't believe the skill and speed on display. The sport is called 'Kumis alu', and it is a very ancient game.



Kumis alu

Thousands of years ago, the Greek leader Alexander the Great said that it was the best training for a rider. Kumis alu is still popular in Kazakhstan and you can see why!

### Check these words

- cockroach = argument
- race = crowd = at a full gallop = lean down
- saddle = snatch up
- handkerchief = grab
- speed = on display

- 2 **7.82** Read the text and mark the statements T (true), F (false) or DS (doesn't say). Correct the false sentences.

- 1 The cockroach races began after two people disagreed about something. ....
- 2 Cockroaches have to run in a straight line during the races. ....
- 3 Alexander the Great was excellent at Kumis alu. ....
- 4 People in Kazakhstan don't like Kumis alu. ....

- 3 **7.53** **7.93** Which of the events in the text would you like to attend? Why? Say or write.

- 4 Collect information about an annual event you have attended in your country. Think about: name, place, what people do. Write a short paragraph about it. Read your paragraph to the class.



## Across the Curriculum 3f

Geography

### A lake or a sea?



Some people call it a sea, while others call it a lake. In ancient times, people thought it was an ocean! One thing's for sure: the Caspian Sea is the largest enclosed body of water on Earth. It is 371,000 km<sup>2</sup> and it borders five countries: Kazakhstan, Russia, Azerbaijan, Iran and Turkmenistan. The northern part of the lake is about 6 m deep. The southern end is more than 1,000 m. It is the world's largest lake, but it is not a freshwater lake. So, what exactly is the Caspian Sea? The Caspian Sea is not connected with an ocean which makes it like a lake. However, it is very big and its water is salty- which makes it like a sea. 130 rivers flow into the lake. As there are no outlets, the Caspian Sea loses water only through evaporation. This makes its brackish water even saltier.

The Caspian Sea is an amazing natural attraction with a huge variety of wildlife. It is home to the Caspian seal, the Caspian turtle and 90% of the world's sturgeons, including the beluga. This is the fish that produces caviar. Caviar is the eggs of the sturgeon. It is very tasty but extremely expensive.



Caspian seal

1 process during which a liquid turns into gas

Caspian turtle

The Caspian Sea gets its name from 'Casp', the people who lived on its western shores. It is almost four times bigger than Portugal.

### Reading & Listening

- 1 **7.R2** How much do you know about the Caspian Sea? Take the quiz.

🎧 Listen, read, and check your answers.

- How many countries border the Caspian Sea?  
A three      B four      C five
- How deep is the southern end of the Caspian Sea?  
A about 5 m      B over 1,000 m      C over 3,000 m
- The Caspian Sea is like a lake because it  
A has salty water.      B is extremely big.      C doesn't connect to an ocean.
- What produces caviar?  
A the sturgeon      B the Caspian seal      C the Caspian turtle

### Speaking & Writing

- 2 **7.S3** What makes the Caspian Sea unique? Tell your partner.

- 3 **7.W5** **Portfolio** Collect information about another lake. Use these headings: **name** - **width** - **depth** - **borders** **location** - **waters** - **home to** - **interesting facts**. Write a short text about it for the school's English magazine (60-80 words).

#### Check these words

- ancient times • for sure
- enclosed • body of water
- border • northern
- freshwater lake • connected
- however • flow • outlet
- lose • through • wildlife
- including • produce

## Writing 3g

## • An informal email giving news

1 Look at the email. Who is sending it? Who to? Where is Laura?

2 Complete the email with phrases a-f.

🔊 Listen and check.

- |             |                        |                    |
|-------------|------------------------|--------------------|
| a Take care | c the weather is awful | e I've met lots of |
| b See you   | d Greetings from       | f We've been here  |



Hi Marzhan,

1) ..... London, England. I'm here with my friends on a school trip. I've never been to a big city before and I love it.

2) ..... for three days now and we've done lots of exciting things. We've visited the Tower of London, the British Museum and the London Aquarium. Unfortunately,

3) ..... It hasn't stopped raining since we got off the plane. I hope it gets better soon. 4) ..... people and I've made some new friends. I haven't bought anything yet, but there's plenty of time for that.

I've taken a lot of pictures to show you when we get back.

6) ..... in a few days.

6) .....

Laura

## Study

## Skills

## Avoiding repetition

We can use subject/object pronouns and possessive adjectives to avoid repeating the same words.

*We've staying in a five-star hotel. It's fantastic.*

(NOT: ~~The hotel is fantastic.~~)

3 Replace the words in bold with subject/object pronouns or possessive adjectives.

- Saule and Altynai are my new friends. **Saule and Altynai** are from Almaty.
- Damir** is swimming now. Look at **Damir**.
- Where's Ann? Have you seen **Ann**?
- I need to talk to Mrs Smagulova. Can I have **Mrs Smagulova's** number?

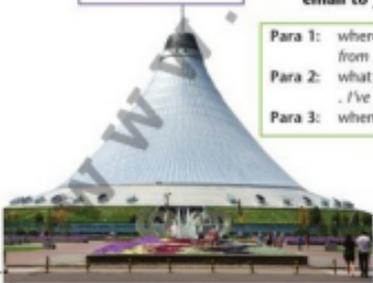
## Writing (an informal email giving news)

4 [Y.W2] [2.W9] You are spending a week somewhere in Kazakhstan. Write an email to your English pen-friend (50-70 words). Follow the plan. Write:

Para 1: where you are, who you are with, what you think of the place (Greetings from ... I'm ... I've never ...)

Para 2: what you have done/seen so far – haven't done/seen yet (I've been here for ... I've ... but I haven't ... yet.)

Para 3: when you are coming back; closing remarks (I'm coming back in ...)



## EDUTAINMENT 3



## VALUES

## Be a responsible traveller

- 1 **7CB** Are you a responsible traveller? Do the quiz to find out. Use A (Always), B (Sometimes) or C (Never).

## Quotation

*A good traveller takes only memories and leaves no tracks.*

- I ask for permission before I take photos of locals. ....
- I respect the locals' way of living. ....
- I try to learn a few sentences of the local language. ....
- I meet local people. ....
- I try local food. ....
- I buy locally produced goods. ....
- I don't buy products from endangered animals. ....
- I use local transport. ....
- I drop litter in the streets. ....
- I respect wild animals and do not disturb them. ....

Mostly As: You're a responsible traveller. Bravo!  
Mostly Bs: Not bad, but think about how you can become a better traveller.  
Mostly Cs: Oh no! You need to try hard to become a responsible traveller.

- 2 **7.53** **Portfolio** Prepare a 2-minute video about being a responsible traveller. Use the ideas in the quiz as well as your own. Upload the video to the school website.

- 3 Do the quiz. Mark the sentences T (true) or F (false).

- QUIZ**
- Kayaking is a water sport. ....
  - Mansarovar is the city where two rivers join to become the Amazon River. ....
  - The Caspian Sea borders three countries. ....
  - Australians have cockroach races on 25th December. ....
  - Brisbane is in Kazakhstan. ....
  - The Caspian Sea has salty water. ....

- 4 Look at Module 3 and write a T/F quiz of your own.

- 5 **Song:** Why is our world wonderful according to the singer?  
 Listen and read to find out.



## Our wonderful world

We've travelled to so many lands  
And trekked across the desert sands  
We've visited some famous sights  
And marvelled at the night lights

*This world's a wonderful place  
So many joys for you and me  
This world's a wonderful place  
So many places we can see*

Our world's a brilliant place to be  
There are so many things to see  
Let's take a trip just you and me  
And sail across the deep blue sea

- 6 **THINK** Complete the sentence.

Our world is wonderful because .....

- 7 **Portfolio**

In groups, create a poster showing what places a tourist should visit while in Kazakhstan. Find pictures to illustrate your poster. Display it in your classroom.

# MODULE 4

## Space & Earth

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: making suggestions
- Writing an essay stating a problem & offering solutions

#### Themes:

- environmental problems
- our solar system
- Endangered animals in Kazakhstan, China & Australia
- VALUES: Caring about our planet

#### Language Focus:

- will/be going to
- present continuous (future meaning)

### Vocabulary

#### • Environmental problems

1 Listen and repeat. What are these words/phrases in your language?

2 Match the sentences (1-6) to the problems (A-F) in the pictures.

- 1 We should recycle things we don't need.
- 2 Factory waste poisons lakes and rivers.
- 3 Car exhaust fumes and factory smog poison the air.
- 4 We should turn off the lights when we leave a room.
- 5 Many animals are disappearing because they are losing their natural habitats.
- 6 Companies cut down trees to make roads.



rubbish



water pollution



deforestation



air pollution



energy waste



endangered species

Fill in the page numbers for

- a poster
- endangered animals
- our solar system

## Reading 4a

### Check these words

- rising seas • melting ice
- global warming • threaten
- cultural site • responsible for
- damage • power • giant
- worship • authorities
- mystical • survive • humid
- vegetation • sandstone
- conservationist • preserve



### Stonehenge, Wiltshire, England

Stonehenge is a 5,000-year-old circle of giant stones. Some people believe it was a place to worship the sun. Nobody knows what it really was. 800,000 people visit it each year! Unfortunately, all these visitors have damaged the stones. Traffic pollution also threatens the stones. Authorities are going to try moving busy roads and car parks further away from the site. Will mystical Stonehenge survive for the next 5,000 years?



### Study Skills

#### Answering comprehension questions

Never answer questions based on a text using prior knowledge. Always use the information in the text as this is the source from which your answer should come.

- 1 a) **7.C10** Do you know any monuments/places in your country that are in danger because of pollution?
- b) **7.B1** Look at the pictures in the text. Write three questions about these places.
- Listen to and read the text. Can you answer your questions?

## Monuments in Danger!

*They are beautiful, they are amazing, but they are in danger. Rising seas, melting ice and global warming threaten our cultural sites and monuments. But just as we are responsible for most of the damage, we also have the power to save them. What are we going to do?*



### The Temples of Angkor Wat, Cambodia

These temples were built in the early 12th century. The temples are a national symbol of Cambodia. One of them appears on Cambodia's flag. About 600,000 tourists visit them every year. Wet, humid weather, vegetation and tourists are all damaging these soft-sandstone temples. Conservationists are working hard to protect them. Hopefully, this will help to preserve Angkor Wat for many more years.

### 2 **7.B1** Read the text and answer the questions.

- 1 How old is Stonehenge?
- 2 Why did they build Stonehenge?
- 3 What problems does Stonehenge face?
- 4 What problems do the temples face?
- 5 Are the temples of Angkor Wat a popular holiday destination? How do you know?
- 6 Who is working to preserve the temples?

### 3 a) **7.B3** Answer the questions.

- 1 What new things have you learnt from the text?
- 2 Which place would you like to visit? Why?

- b) **7.C2** **Think of a monument in your country. In what ways is it different/similar to the monuments in the text? Say or write a short paragraph. Read it to your partner.**

# Vocabulary 4a

## • Environmental problems

- 4 Match the problems to the solutions and make sentences.

### Problems

- 1  wasting energy
- 2  animals facing extinction
- 3  deforestation
- 4  polluted beaches
- 5  air pollution in cities

### Solutions



Planting trees will help solve the problem of deforestation.

- 5 Complete the sentences. Use: *survive, rise, dry, be, become, damage, preserve, melt.*
- 1 The river dolphin in China will probably ..... extinct in the next few years.
  - 2 Temperatures will ..... throughout the world because of global warming.
  - 3 The river will ..... up if there is no rain soon.
  - 4 Because of global warming, ice in the Arctic region will .....
  - 5 Some parts of the Amazonian rainforest will ..... at risk of complete deforestation.
  - 6 Acid rain will ..... the old buildings.
  - 7 Some animal species won't be able to .....
  - 8 We should all try to ..... our historic monuments.

## Listening

- 6 Listen to an announcement on a university radio station. Copy and complete the gaps.

### University Environmental Society

Event: 1  on the protection of historic places  
 Place: 2  Hall  
 When: 3 , 5 pm  
 Speaker: Geoffrey Wright  
 Subject: The effects of 4  on Stonehenge  
 Entrance fee: £ 5

## Speaking

- 7 Imagine you are at Stonehenge. You are going to appear on TV to present the problems the monument faces and to ask for help. Use the text to prepare your speech. Tell the class.

## Writing

- 8 Collect information about another monument in danger. Complete the paragraph. You can use these key words: **monuments in danger.**

... is in ... .. people visit it every year. Unfortunately, it ...  
 Authorities ... ..

## Use of English 4b

### • will

- 1 **7.UB8** Read the table. Say the examples in your language.

Affirmative	I/you/he/she/it/we/you/they <b>will</b> /'ll go out.
Negative	I/you/he/she/it/we/you/they <b>will not</b> / <b>won't</b> go out.
Interrogative	<b>Will</b> I/you/he/she/it/we/you/they go out?
Short Answers	<b>Yes</b> , I/you/he/she/it/we/you/they <b>will</b> . <b>No</b> , I/you/he/she/it/we/you/they <b>won't</b> .

**Time expressions:** tomorrow, next week/month/year, soon, etc.

We use **will** for:

- on-the-spot decisions. *It's too dark. I'll turn on the lights.*
- predictions based on what we think, believe or imagine with the verbs **think, believe, hope, know**. *I think forests will disappear in 50 years' time.*
- promises. *I'll be back in an hour. Don't worry.*
- offers. *I'll help you with your bags.*

- 2 **7.UB8** Use the verbs *become, not lose, not have, have, disappear, travel, dry up, rise* to complete the sentences with predictions.

- I think a lot of animals .....
- I believe rivers .....
- I hope animals ..... their habitats.
- I know some animals ..... extinct.
- I think temperatures .....
- I believe we ..... any trees.
- I know we ..... to other planets.
- I hope we ..... less water pollution.

### • Making on-the-spot decisions

- 3 **7.UB8** Write sentences using the phrases in brackets, as in the example.

- It's very hot. (open the window)  
*I'll open the window.*
- It's raining outside. (take an umbrella)
- I can't carry these boxes. (help you)
- I missed the bus. (give you a lift)
- I can't send this email. (show you)
- I don't know how to use this. (explain it)

- 4 **7.UB8** Look at the pictures. Use the verbs to write the responses (1-4).

• make • Hoover • answer • lend



## Use of English 4b

- 5 **7.UER THINK!** What do you think life will be like in 100 years' time? Use the words to write sentences. Compare with a partner.

- cars • traffic jams • schools • robots
- houses • trees • polar bears • birds
- flowers • ice • the sun

*I think people won't drive cars.*

*I think people will drive flying cars.*

- **will – be going to – Present continuous**

- 6 **7.UER 7.AE10** Read the table. Say the examples in Kazakhstani.

We use **will** for:

- future predictions based on what we think or imagine. *I think life will be better in 2100.*
- on-the-spot decisions. *It's cold. I'll close the door.*

We use **be going to** for:

- future predictions based on what we see. *Watch out! You're going to fall.*
- future plans & intentions. *Now that I've got the money, I'm going to buy a new computer.*

We use **present continuous** for fixed arrangements. *John's leaving tomorrow. He got his ticket.*

- 7 **Complete the sentences with will, be going to or the present continuous form of the verb in brackets.**

- 1 I think I ..... (cook) pasta tonight.
- 2 We ..... (see) Adele live. Here are our tickets.
- 3 Did you send the email? No, I ..... (send) it now.
- 4 "Tea or coffee?" "I ..... (have) a cup of tea, please."
- 5 We ..... (meet) Ulan outside the cinema at 7:30.
- 6 Look out! You ..... (fall) down.

- 8 **Making predictions**  
Look at the pictures. What is each person going to do? Write sentences.

- fall off/ladder • watch TV • play tennis
- eat spaghetti • make a salad • clean/room



- **Talking about future plans**

- 9 **7.UER 7.AE10** Make questions. Answer them.

- 1 you/buy a computer soon?  
A: Are you going to buy a computer soon?  
B: Yes, I am./No, I'm not.
- 2 your parents/travel abroad this year?
- 3 you see/U2 in concert this Saturday?
- 4 your dad/sell his car soon?
- 5 you/visit Madrid this summer?
- 6 your friends/stay at a summer camp this year?

- 10 **7.UER 7.AE10** What are you going to do: this weekend? next Saturday morning? next week? soon? tonight? when you finish school? in five years' time? Write sentences, then tell your partner.  
*I'm going to visit my uncle this weekend.*

## Skills 4c



## MISSION TO MARS



▶ Humans love to explore. We crossed oceans to discover new lands. We explored the highest, coldest and most remote places on Earth. In 1961, Yuri Gagarin **boarded** Vostok 1 at Baikonur Cosmodrome and became the first person in space. Eight years later, Neil Armstrong was the first human to walk on the Moon. Now, we're turning our **attention** to Mars as the next step on our journey of exploration.

▶ Why Mars? Well, firstly, it's not too far. Apart from Venus, it's our **closest** neighbour, so the journey will take months and not years. Temperatures on Venus are over 400°C so humans can't go there, but on Mars the average temperature is about -63°C. Other planets like Jupiter and Saturn are big balls of gas with **extremely** strong winds, but Mars has a solid rocky surface.

▶ We are learning more about Mars with the help of rovers. These are robots with wheels, and two American rovers, Opportunity and Curiosity, are already there. They are **exploring** and sending information to Earth for scientists to study. It'll soon be like **rush hour** on Mars as a European and Russian rover and a third American rover are going to join Opportunity and Curiosity soon.

▶ Of course, the dream for many people is to send humans to Mars. NASA, the American space agency, is **aiming** to do this in the 2030s. It won't be easy for the astronauts as they will have to spend almost three years away from Earth, but it will be worth it. Neil Armstrong made "one giant leap for mankind." The first astronaut on Mars will make an even greater one.



## Check these words

- mission • humans
- land • remote • board
- turn sb's attention to
- step • journey
- exploration • close
- average • gas • solid
- rocky • surface • wheel
- rush hour • dream
- space agency • aim
- astronaut • be worth it
- giant • leap • mankind
- great

a) Look at the pictures of the solar system.

🔊 Listen and repeat.

b) Which four planets comprise: *the inner solar system (closest to the Sun)? the outer solar system?*

## Reading

2 **7.18** How are these names: Yuri Gagarin, Vostok 1, Baikonur Cosmodrome, Neil Armstrong, Opportunity and Curiosity, NASA related to space exploration?

🔊 Listen and read to check.

## DID YOU KNOW?

It rains acid on Venus! The planet is so hot though that the acid turns into gas before it reaches the ground.

3 **7.81** Read the text again and, for questions 1-4, choose the correct answer A, B or C.

- What is the writer doing in the text?
  - describing space exploration
  - telling us why we go into space
  - encouraging us to become astronauts
- What does the writer say in paragraph B?
  - Mars is too far away.
  - It is easier to explore Mars than other planets.
  - Mars is similar to Jupiter.
- What does the writer suggest in paragraph C?
  - Only robots can survive on Mars.
  - Lots of countries are interested in Mars.
  - Scientists are already on Mars.
- Why does the writer say "It won't be easy" in paragraph D?
  - Astronauts do not want to go to Mars.
  - Only one astronaut can go to Mars.
  - The mission will take a long time.

4 a) **7.82** Explain the words in bold. You can use your dictionaries or digital reference resources.



b) **7.53** Which things in the text impressed you? Write a few sentences. Read your sentences to the class.

## Study Skills

### Taking notes

When we take notes, we do not write down everything we hear. We write down important dates, names, key words etc, in phrases or short sentences.

1961 – Yuri Gagarin – first man – space  
1969 – Neil Armstrong – first man – Moon

## Listening

5 **7.15** Listen to a radio show about the solar system and mark the sentences as T (true) or F (false).

- The Sun is bigger than the planets. ....
- The Earth is the only planet with ice on it. ....
- There are strong winds on the outer planets. ....
- Jupiter has a moon with ice on it. ....
- All the asteroids are small. ....

6 **7.16** Listen again and take notes under the headings: the Sun – the inner planets – the outer planets – moons – asteroids.

## Speaking & Writing

7 **7.10** **7.56** **Portfolio** Use your answers from Ex. 6 to prepare a presentation on the solar system. Assign roles. Two students write the text, the other two research for photos. Give your presentation to the class.

# Everyday English 4d

## • Making suggestions

### 1 Listen and repeat.

- Look at this! • Why don't we join in? • It sounds like fun.
- I'm afraid I can't. • Never mind. • How about meeting at 9:30? • Great!

### 2 The sentences above are from a dialogue between two friends. What do they decide to do?

#### Listen and read to find out.

Ann: Look at this! The school is building a greenhouse. Why don't we join in?

Bob: Sure. It sounds like fun. When is it?

Ann: It's on Sunday 26th April from 10 in the morning.

Bob: Oh no! I'm afraid I can't. I'm playing tennis with my cousin.

Ann: Never mind. I'll go by myself.

Bob: No, I'll tell her we'll get together next weekend. How about meeting at 9:30?

Ann: Great! Why don't you ask your cousin to come along too?

Bob: Brilliant idea! I'm going to call her right now!

### 3 Find phrases in the dialogue which mean: *Take a look at this.* – *Why don't we take part?* – *That's OK with me.* – *I have something to do.* – *Is 9:30 OK with you?*

### 4 Say the sentences in Ex. 1 in Kazakhstani.

### 5 Invite your friend to join in with the event in the poster.

Use the information in the poster as well as the sentences in Ex. 1. You can use the dialogue in Ex. 2 as a model.

## RIVER LEA CLEAN-UP DAY

Help us clean up our town's beautiful river

**VOLUNTEER WITH YOUR FRIENDS**

Saturday 7th June from 11 am to 4 pm

For more information: Talk to your class teacher

## Pronunciation /s/, /z/

### 6 Listen and repeat. Can you think of more words with these sounds?

	/s/	/z/		/s/	/z/		/s/	/z/
face			police			nice		
phase			please			nose		

#### Making suggestions

- Why don't we ...?
- How about ...?
- Is it OK if we ...?
- Do you think you can ...?
- Is ... OK with you?

#### Accepting/Refusing

- That sounds like fun.
- That sounds great.
- Sure. Why not?
- That's OK with me.
- I'm afraid I can't.
- I'm sorry but I can't.
- I'm really sorry but I have to ...



## Endangered Species around the World

*This week I did a school project on endangered species and I found out some really interesting and worrying facts. Did you know that the list of endangered species is getting longer as more animals face extinction every year?*

Assel 14

**If one species is endangered, then all species are endangered.**

Post a comment

### Check these words

- endangered species
- face extinction
- mammal
- fishing village
- overfishing = threaten
- unique = survive
- steppe = disease
- critically endangered
- overhunting

### Famous Quotation

*Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar.*

(Bradley Millar)

This freshwater dolphin is one of the world's rarest mammals. It is 2.5 m long and swims only in the Yangtze River. Along this river there are many fishing villages and overfishing threatens these unique dolphins. There are only a few left. Will they survive?



Baiji Dolphin  
China



Saiga antelope  
Kazakhstan

The saiga antelope lives on the steppe of Central Asia. It has a large nose that helps it to breathe during the dusty summer. In 2015, many of them died because of a disease. They are now critically endangered and maybe only 50,000 survive. Luckily, now the saiga population in central Kazakhstan is increasing.

Australia is famous for kangaroos, but this species of small kangaroo is facing extinction. There are only 500 left because of overhunting. The bridled nail-tailed wallaby now lives only in Taunton National Park, Queensland.



Bridled Nail-tailed Wallaby  
Australia

- 1 **7.C9** Look at the pictures. Write two reasons why you think these animals are endangered.

🔊 Listen and read to find out if you are right.

- 2 **7.B4** Read the text and mark the sentences as T (true), F (false) or DS (doesn't say).

- 1 You can find the Baiji dolphin in many parts of China. ....
- 2 Fishermen catch large numbers of this dolphin. ....
- 3 The saiga's nose helps it to keep cool. ....
- 4 The number of saiga antelope is increasing. ....
- 5 There are 500 species of kangaroo in Australia. ....



Write three things that impressed you in the text.

Tell the class.

- 3 **7.B6** 📄 Collect information about an endangered animal in your country or in another country under the headings: *name – where it lives – what it looks like – why it is endangered*. Post your comments on Assel's blog.



# Across the Curriculum 4f

Science

- 1 **7.C.10** **7.R.8** What do you know about the hole in the ozone layer? What else would you like to know about it? Write three questions. Read through and see if you can answer your questions.

✓ Check these words

ozone layer • blanket  
surround • gas • harmful  
ray • chemical • extinct



## The Ozone Layer

### What is the ozone layer?

The ozone layer is like a blanket that surrounds the Earth. Ozone ( $O_3$ ) is the main gas in this layer.

1) ..... filters out the harmful rays of the sun allowing only the good rays, which give us light and heat, to reach the Earth.

### The problem

2) ..... the 1980s, scientists discovered a large hole 3) ..... the ozone layer over

Antarctica. They found that some chemicals people used 4) ..... make aerosol sprays destroyed the ozone layer very quickly.

### The effects

If the hole in the ozone layer continues to grow, our planet 5) ..... be in danger. The temperature will rise and the sun's rays will become very harmful to our skin and eyes. Animals 6) ..... plants will die and some species may even become extinct.

### The solution

Although a 7) ..... of countries stopped using some of these harmful chemicals in 1987, the ozone layer continues to be in danger. Scientists are trying to find ways to help the ozone layer fix itself, 8) ..... there is still a lot of work to do.

### Study Skills

Improving reading skills

Reading a variety of English texts from different sources will help you improve your reading skills.

- 2 **7.R.7** Read the text and complete the gaps with the correct missing words. Compare with your partner.

- 3 **7.5.6** Listen to and read the text. Close your books and talk about the ozone layer to the class.

- 4    Work in groups of five. Collect information about global warming. The leader of the group assigns roles to each member. Present the information to the class.

## Writing 4g

- An essay stating a problem & offering solutions

1 Look at the text. What is the problem? Read and check your answers.

2 **7.A1** Read the essay. Copy and complete the table with information from the text.

✓ Check these words

- smog • vehicle • increase
- fume • poison • reduce

## SMOG in the city

The number of vehicles and factories in cities is increasing and the air is becoming more polluted every year. What can we do about it?

The problem with fumes from cars is that they poison the air and can make people ill, especially children. Also, smoke from homes and factories makes the air dirtier and smog levels increase. This makes life in cities very unpleasant.

There are some solutions to this problem. We can use buses and trains to travel around the city. Some cities have already stopped cars from driving in the centre. Also, we should move factories to the countryside and put filters in their chimneys. In these ways, we can reduce the amount of air pollution.

To conclude, we can all help reduce the amount of air pollution. This way we can enjoy a healthier life.

Problem	Effects	Solutions	Results
number of vehicles/ factories increasing	this makes/causes ...	We should/ can ...	This way we ...

### DID YOU KNOW?

Smog comes from the words smoke and fog.

### Study Skills

When we write an essay offering solutions to a problem, we usually write four paragraphs. In the first paragraph, we state the problem. In the second paragraph, we write what the effects are. In the third paragraph, we write our solutions and expected results. In the conclusion, we summarise what we said before, encouraging the reader to adopt our solutions giving reasons.

### Listening for Ideas

3 **7.A8** Listen to someone talking about the problem of rubbish in towns and cities and answer the questions.

- Why is rubbish becoming a big problem?
- How does it affect our lives?
- What can we do?

### Writing (an essay offering solutions to a problem)

**2.C10 7.A11** **Portfolio** Use ideas from Ex. 3 to write a short essay for your English teacher (60-80 words). In your essay discuss the problem of rubbish in towns and cities and offer solutions to it. Follow the plan below.

**Para 1:** state the problem (*Towns and cities have a problem with rubbish. There are not enough places to put it. What can we do about it?*)

**Para 2:** the effects (*The problem with ... is ... . Also, ... . This, ... .*)

**Para 3:** your solutions & expected results (*We can ... in these ways we can reduce the amount of rubbish.*)

**Para 4:** summarise what was said before, encourage reader to adopt your solutions giving reasons (*To conclude, ...*)

## EDUTAINMENT 4

## VALUES

## Caring about our planet

- 1 a) **7.C10**  Look at the picture. What do you think it means? Tell the class.



- b) **7.C10** Look at the list of places below. Choose two and tell the class how to protect them for the future.

• rivers • forests • beaches • towns & cities • oceans • countryside

- c) **7.C2**   **Portfolio** It's environment day at school. Create a poster trying to persuade people to care about Earth.

- 2 Do the quiz. Mark the sentences as T (true) or F (false).

## QUIZ

- Stonehenge is a temple. ....
- Angkor Wat is on the flag of Cambodia. ....
- Some places are in danger because of global warming. ....
- Mars is too hot for humans. ....
- The ozone layer is like a blanket around the Earth. ....
- Boys dolphins live in the sea. ....
- Cars and factories cause smog in cities. ....
- The saiga antelope has a big nose. ....

- 3 **THINK**  Look at Module 4 and write a T/F quiz of your own.

- 4 **Song:** These words/phrases appear in the song. What is the song about?

- clean rivers • pick up litter
- plant new trees • save our planet
- work together • stop polluting • recycle

 Listen, read and check.

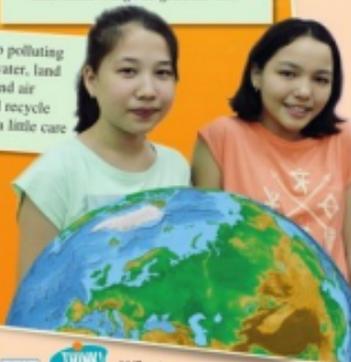


## We can Make a Difference

We can clean our rivers  
We can clean our lakes and seas  
We can pick up litter  
We can help to plant new trees

We can make a difference  
Everyone can do their part  
We can save our planet  
We just have to make a start  
We can make a difference  
There is so much we can do  
Let's all work together  
And make things as good as new

We can stop polluting  
Clean the water, land  
and air  
We can all recycle  
We can take a little care



- 5 **7.C10** **7.S3** **THINK** What can we do to help save our planet? Spend three minutes writing a few sentences on the topic. Tell the class.

# MODULE 5 Reading for Pleasure

## ►► What's in this module?

### Skills Focus:

- **Reading & Listening** for specific information, detail and main ideas; distinguish fact from opinion
- **Speaking:** express an opinion; retell a story
- **Writing** a summary of a story

### Themes:

- fiction stories (detective; science-fiction); epic stories; folk tales
- **VALUES:** How stories help us



**Harry Potter** by J.K. Rowling

Lord Voldemort (aggressive – he is unkind and violent)  
 Harry Potter (brave – he doesn't show fear in difficult situations)

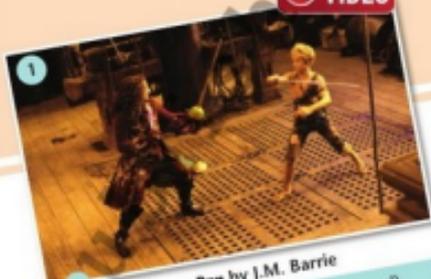
Find the page numbers for

- biographies
- a comic strip
- a spidergram

## Vocabulary

### • Characters

- 1 Look at the characters in the pictures. Make sentences, as in the example.



**Peter Pan** by J.M. Barrie

Captain Hook (ambitious – he wants to succeed)  
 Peter Pan (risk-taker – he likes doing dangerous things)



**Snow White** by the Brothers Grimm

Snow White (sensitive – she gets hurt easily)  
 The Queen (arrogant – she thinks she is better than everyone else)

*Captain Hook is ambitious. He wants to succeed. Peter Pan is ...*

## 5a The Hound of the Baskervilles



Sir Arthur Conan Doyle (22nd May 1859 – 7th July 1930) was born

in Edinburgh, Scotland, and studied Medicine at Edinburgh University. He wrote many famous books, such as the classic adventure *The Last World*, but he is most famous for his Sherlock Holmes stories. Sherlock Holmes is a famous detective who solves crimes with the help of his friend, Dr Watson. One of his most famous stories is *The Hound of the Baskervilles*.

- 7.R1 Who was Sir Arthur Conan Doyle? Which famous character did he create? Read the biography to find out.**
- 7.R1 What is *The Hound of Baskervilles* about? What type of story is it? Read the plot to find out.**

Baskerville Hall is a huge manor house on the moor. Legend says that hundreds of years ago, an enormous hound with eyes of fire killed Sir Hugo Baskerville. Now, the hound is back! After it kills Sir Charles, the owner of Baskerville Hall, everyone fears that his nephew, Sir Henry, is also in danger. They ask Sherlock Holmes and his friend, Dr Watson, to solve the mystery. Holmes and Watson don't believe in the legend and they suspect a man called Stapleton is responsible. So when Sir Henry goes to Stapleton's house for dinner, they stand guard outside.

### Reading & Listening

- 7.L5 What do you think happens to Sir Henry on his way back to his house? Listen and read to find out.**



## The Hound of the Baskervilles

A **dense**, white fog hung over the moor and it was drifting slowly in our direction. Holmes was watching it.

"It's moving towards us, Watson," he said **impatiently**.

"Is that serious?" I asked.

"Very serious, indeed. It's the one thing that could ruin my plans. Our success and even Sir Henry's life may depend on his coming out of the house before the fog is over the path. In half an hour we won't be able to see our hands in front of us."

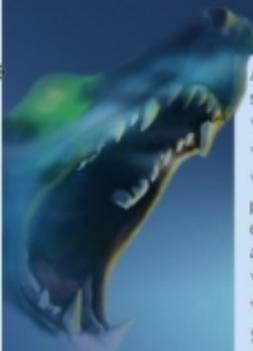
"Shall we move to higher **ground**?"

"Yes, I think it would be best," replied Holmes.

So we moved back until we were about half a mile from the house. Suddenly the sound of quick steps broke the **silence** of the moor. Through the fog came Sir Henry. He walked by quite close to us, but he didn't see us. Then, we heard another sound coming from the white bank of fog.

"Look out!" cried Holmes. "It's coming!"

We stared into the fog, uncertain what horror was about to break from the heart of it. Then, a **dreadful** shape sprung out from the shadows. It was an **enormous** coal-black hound. Fire burst from its open mouth and its eyes were burning in the darkness. With long bounds the huge creature was **leaping** down the track, following our friend. Far away on the path we saw Sir Henry looking back, his face white in the moonlight, his hands raised in **horror**, staring helplessly at the thing which was chasing him.



- 4 a) **7.82** Read the extract and mark the sentences **T** (true), **F** (false) or **DS** (doesn't say). Correct the false statements.

- Holmes wants Sir Henry to come out before the fog reaches the house. ....
- Sir Henry knows Holmes' plan. ....
- Holmes thinks the fog will take 30 minutes to completely surround them. ....
- Holmes suggests moving to lower ground. ....
- Watson has seen the hound before. ....
- Sir Henry is so afraid of the hound that he can't move. ....

- b) **7.56**  Imagine you are Watson. How do you feel: while you are waiting outside the house? when you hear the noise in the fog? when you see the hound? Use these adjectives: impatient – scared – terrified.

- 5 Complete the sentences. Use: stared, ruin, burst, broke, hung, sprung.
- A strange sound ..... the silence.
  - Fire ..... from the hound's mouth.
  - The weather could ..... Holmes' plan.
  - The fog ..... over the moor.
  - He ..... helplessly as the hound ran at him.
  - The hound ..... out from the fog.

**Check these words**

- hound • dense • fog • hang • moor
- drift • impatiently • ruin • plan • success
- depend on • path • higher ground
- quick steps • break the silence • bank
- look out • cry • uncertain • horror • heart
- dreadful • shape • spring • shadows
- enormous • coal-black • hound • burn
- darkness • bound • leap down • track
- stare • helplessly • chase

- 6 Use your dictionaries to explain the words in bold. What part of speech is each (noun, adjective, verb, adverb)?

- 7 Read the theory box. What type of narrative is it? Who narrates the story?

Telling a story from the point of view of one of the characters is called **first-person narrative**. It uses the pronouns **I** and **we**, e.g. ***We walked across the moor, but we didn't see any sign of Stapleton.***

Telling a story from the author's point of view is called **third-person narrative**. It uses the pronouns **he**, **she** and **it**, e.g. ***They walked across the moor, but they didn't see any sign of Stapleton.***

## Speaking & Writing

- 8 **7.58**  Use these phrases to give the class a summary of the text: dense white fog hung, moving towards, come out of the house, move to higher ground, quick steps, Sir Henry didn't see, enormous coal-black creature, fire burst from its open mouth, eyes were burning, leaping down the track, his face was white, in horror, chasing him.

- 9 a) **7.53**   What do you think happens in the end? Decide in groups.

- b) Watch the  and check if your guesses were correct.

- 10 a)    **Portfolio** Design a book cover for the story. What will your cover show? Why?

- b) **Portfolio** Write a short paragraph for the back cover (50 words). Think about: main characters, where they are, why they are there. Make sure you don't say what happens in the end.

## 5b The Time Machine



H.G. Wells  
(21st  
September  
1866 –  
13th  
August  
1946) was  
born in

Kent, England. He left school when he was 14, but later he won a scholarship to the Royal College of Science in London. He became a science teacher and he cared very much about the future of our planet. Wells wrote some of the most famous science-fiction books of all time, including *The Time Machine*, a story about a man who travels into the future. There he meets the child-like Eloi, makes friends with Weena and meets the wild Morlocks. His travels make him think how easily we can destroy our world if we are not careful.



# The Time Machine



Weena quickly became my friend. We walked together through the valley and I saw splendid buildings and beautiful trees covered in blossom. Birds were singing in the trees. Everywhere there were sweet-smelling flowers. Weena picked one and gave it to me.

One evening, as we walked through the garden together, I saw a creature run across the grass and vanish down a well. It looked like a white ape with strange greyish-red eyes.

"What was that?" I asked Weena.

"A Morlock," she replied. "They live underground."

She seemed frightened and did not want to talk about the strange creatures. I realised then that the future world was not as perfect as it seemed. I decided to go underground and find out about the Morlocks.

"Don't go down there! Please!" Weena cried.

"Don't worry, Weena. I won't be long," I replied.

I began to climb down a small, dark well. After a while, I stopped to rest. Suddenly, a cold hand touched my face. I lit a match and saw three Morlocks running away down a dark

### Check these words

valley • splendid  
blossom • sweet-smelling  
pick • creature • vanish  
well • reply  
underground • seem  
frightened • realise • cry  
be long • rest • light  
match • run away  
passage • chamber  
machine • chase  
surface • hunt • whisper  
hide • powerful • force  
get used to

- 1 **7.R1** Who was H.G. Wells? What types of stories did he write? Read the biography to find out.

### Reading & Listening

- 2 **7.R1** The pictures show the Time Traveller, Weena and a Morlock. What do you think happens in the extract?  
🔊 Listen and read to find out.

passage. They were afraid of the light. I followed them into the large underground chamber. I could hear machines, and I could smell meat. When the Morlocks realised I was there, they began to move towards me. I was scared. I ran back down the passage and climbed up to the garden. I could hear the Morlocks close behind me.

"Why are they chasing me?" I asked Weena.

"On dark nights, the Morlocks come to the surface to hunt," she answered.

"But what do they hunt?" I asked. "There are no animals here."

"They hunt the Eloi," she whispered.

We had to find somewhere to hide. As we walked, Weena told me more about the Eloi and the Morlocks. A long time ago, the Eloi were powerful and forced the Morlocks to live underground. The Morlocks worked and the Eloi played. But the Morlocks got used to the dark and began to hate the daylight.

Now the Morlocks had the power, and the Eloi were afraid of them.

**3** **7.82** Read the extract and choose the correct answer (A, B or C).

- The Time Traveller first thought the future world had problems when
  - he saw a strange creature.
  - he realised Weena was afraid and didn't want to talk about it.
  - he found out that some creatures lived underground.
- What are the Morlocks afraid of?
  - The Time Traveller
  - the darkness
  - the light
- Why did the Morlocks begin to live underground?
  - The Eloi made them live there.
  - They hated the daylight.
  - They wanted to become more powerful.

**4** **a) 7.82** Answer the questions.

- What does the Time Traveller think of Weena?
- What do the Morlocks look like?
- Why does the Time Traveller go down the well?
- Why are the Eloi afraid of the Morlocks?

**b) 7.53**  Do you feel sorry for the Morlocks? Why (not)?

**5** Complete the sentences. Use: *began, moved, became, lit, vanished.*

- The Time Traveller ..... friends with Weena.
- He watched as the Morlock ran away and ..... down a well.
- The Morlocks lived underground for so long that they ..... to hate the light.
- The creatures ..... towards the Time Traveller in the dark.
- He ..... a match so that he could see what was happening.

## Speaking & Writing

**6** Use the pictures in Ex. 2 to write or give the class a summary of the story.

**7** **a) 7.58**  What do you think happens in the end? Decide in groups.

**b)** Watch the  VIDEO. Were your guesses correct?

**8** **7.68**   Work in groups. Draw your own time machine, then decide what period of history you would visit. Write a description of your visit. Think about: place – time – people (appearance/ character/work) – what happened there. Present your description to the class.

## 5c Maadai-Kara

Kai is a special type of singing that people in the Altai Mountains of Kazakhstan use to tell epic stories. Aleksey Grigorievich Kalkin (1925-1998) was one of the last masters of Kai and he learnt the great epic tales from his father and grandfather, who were also Kai singers. One of the most famous of these tales is called Maadai-Kara. It is an epic tale – Kalkin's version had 7,738 verses!

- 1 **What is Kai? What do people in the Altai Mountains use it for? Read the text to find out.**

### Reading & Listening

- 2 **Who was Maadai-Kara? How are the people in the pictures related to him?**  
 🔊 Listen and read to find out.

## Maadai-Kara



A long time ago on the Kazakh steppe, the great Bayterek tree grew. This special tree was called the World Tree and it united the upper, middle and lower worlds, its branches reached into the heavens of the upper world, where two birds called out the number of days **remaining** until the end of the world. Its trunk belonged to the middle, or human world, ruled by Maadai-Kara, and its roots went deep into the underworld where the god, Erik ruled.

Maadai-Kara had a glorious **reign** but as he grew old, he lost his power. One day, he fell asleep and his sleep lasted for sixty days. When he finally woke up, his enemies were close. He knew that **when** they approached even closer there would be a terrible war. Maadai-Kara had a **beloved** son, Kögüdei Mergen. To keep him safe, he decided to take Kögüdei Mergen to the Black Mountain and leave him there, where a poor woman of Altai found him. Maadai-Kara returned to fight the battle, but he lost and the new ruler, Kara-Kula, made all of Maadai-Kara's people slaves.

On the Black Mountain, the poor woman of Altai took care of Kögüdei Mergen until he was ready to live his life on his own. When he was old enough, Kögüdei Mergen **left** the Black Mountain on his horse and rode across the land. He crossed the poisonous sea, made it through the moving mountains, and faced many monsters on his way until he reached the home of Kara-Kula and **defeated** him in battle.

Kögüdei Mergen set all his people free from being slaves. He became the new ruler and with the help of seven kaans, he married the beautiful Altyn Kүskü. But still, his quest was not over. He **descended** into the underworld, to the land where the dead **dwell**. There, he fought Erik, the lord of the underworld and won.

Kögüdei Mergen **released** all the good souls from the underworld, leaving behind only those who were guilty of **committing terrible** acts in life.

Kögüdei Mergen and his wife, Altyn Kүskü, ruled the land in peace and harmony for many years, bringing about a new golden age in the human world. When their lives came to an end, Kögüdei Mergen, Altyn Kүskü and the seven great kaans became stars. If you look into the sky on a clear night, you can still see them there, watching over the world.

Maadai-Kara

Kögüdei Mergen

Altyn Kүskü

### Check these words

• unite • upper • middle • lower • branch • heavens • remain • trunk • rule  
 • root • go deep • underworld • reign • glorious • lose power • fall asleep  
 • enemy • approach • fight • battle • ruler • slave • take care of • poisonous  
 • face • monster • reach • defeat • set free • quest • descend • the dead  
 • dwell • release • soul • commit • act • peace • harmony • golden age

**3** **7.R2** Read the text again and answer the questions.

- Who was Eriik?
- Why did Maadai-Kara leave his son on the Black Mountain?
- What did Kara-Kula do after he beat Maadai-Kara in battle?
- What did Kögüdei Mergen do in the underworld?
- According to the legend, where is Kögüdei Mergen now?

**4** **7.R3**  One of the themes of **Maadai-Kara is immortality (defeating death, living forever)**. In which parts of the story can we see this theme?

**5** Complete the sentences. Use: *grew, lost, fought, took, rode, faced*.

- Maadai-Kara and Kara-Kula ..... a great battle.
- Kögüdei Mergen ..... many dangers on his journey from the Black Mountain.
- A poor woman ..... care of the baby Kögüdei Mergen.
- Kara-Kula waited until Maadai-Kara ..... old before he attacked.
- Kögüdei Mergen ..... his horse all the way to the home of Kara-Kula.
- Maadai-Kara was once a great ruler, but he ..... his power.

**6** Match the words in bold in the text to their definitions.

- doing bad things
- the time he ruled the kingdom
- set free
- left
- live
- beat him in a fight
- went down
- fight between two armies

**7 a)** Read the theory box.

An epic is traditionally a poem, but it can also be a novel or a film. Epics have several things in common: **Setting:** the action takes place over many years and in a large area (e.g. an entire country or countries). **Characters:** there is usually a hero who performs great deeds, and one or more evil characters who oppose him. **Events:** the main events often include battles, adventures, and a long journey.

Examples are: *Homer's Odyssey* (an epic poem from ancient Greece), *A Game of Thrones* by George R. R. Martin (a series of epic novels), and *The Lord of the Rings* (a trilogy of epic films, based on the books by J.R.R. Tolkien).

- b)** **7.R3** What makes **Maadai-Kara** an epic? Make notes under the headings: *setting – characters – events*. Tell the class.

**Speaking & Writing**

- 8** **7.C6** **7.S8**   List the main events of **Maadai-Kara** in order. Use your notes to give or write a summary of the story.

- 9**   Draw the story of **Maadai-Kara** as a comic strip in 15 frames.

**10** **7.C4**   Imagine the story takes place nowadays. In groups think about:

- where it takes place
- who the hero is (name, what he/she does, where he/she lives)
- who his/her enemy is (name, what he/she does, where he/she lives, why he/she opposes the main character)
- what happens between the main characters

Present your story to the class. The class votes for the most interesting idea.

## 5d The Magic Garden of the Poor

### Reading & Listening

1 **7.15** Look at the picture and read the title of the text. How was this garden created?

🔊 Listen and read to find out.



# The Magic Garden of the Poor

**L**ong ago, there were two friends. One was a farmer and the other was a shepherd. One day, disaster struck and a terrible disease killed all the shepherd's sheep. His friend, the farmer, didn't hesitate to help. He gave half his land to the shepherd so that he could become a farmer, too. While the shepherd was digging in his new fields, he found a chest full of gold. He took it to the farmer.

"You are rich, my friend," he said. "I found this gold on your land."

"Ah," replied the farmer, "but it is your land now, so you are the rich one."

The two men could not agree, so they took their problem to a wise man. The wise man asked his four students what to do. The first said that the shepherd found the gold in the ground, so he should put it back in the ground. The second said that the men brought the gold to the wise man, so it should belong to the wise man. The third said that the ground was part of the nation, which belonged to the Khan, so they should give the gold to the Khan. The wise man didn't like any of these answers, so he turned to the last student.

"I think, because neither the farmer nor the shepherd wants the gold, we should use it to make a garden for poor people, where they can come to rest and find food."

"An excellent idea!" cried the wise man, and the farmer and the shepherd agreed. "As it was your idea," he added, addressing the student, "you can

go to the city and buy the seeds, and I will give you the land."

So the student left for the city. He was on his way to buy the seeds when he saw a caravan of camels passing by. It carried hundreds of birds, all tied upside-down by their feet. The student felt so sorry for the birds that he offered to buy them at once, and he gave the camel driver all the gold. Then he set the birds free and they flew into the sky.

He turned and left for home, but when he saw the land where he was supposed to plant the seeds, he fell to the ground.

"What have I done?" he cried. "I have failed in my task! I was supposed to bring seeds to make a beautiful garden, but I spent all the gold on setting the birds free!"

The birds flying by heard the student's cries, and they passed the message to others. Then, from every corner of the land, birds came carrying seeds of every kind. They planted them on the wise man's land and a beautiful garden sprang up. Poor people came from far and wide to eat the amazing fruit that grew there. At night, the ones who had no homes, slept peacefully under the trees. Rich people, too, heard about this amazing place and they travelled for days to see it. When they arrived, however, the gates slammed shut and the walls grew higher. The garden possessed a strange magic and no one could enter except those who needed help.

### Check these words

- farmer • shepherd • disaster struck • disease • sheep • hesitate • dig • field
- chest • gold • rich • land • reply • agree • wise • belong • nation • neither
- ... nor • poor • address • seeds • caravan • camel • pass by • tie
- upside-down • at once • camel driver • set free • was supposed to
- fail in a task • pass the message • spring up • far and wide • fruit • grow
- peacefully • gate • slam shut • possess • magic • enter • except • need help

**2** **7.R1** Read the text and for questions 1-3 choose the correct answer (A, B or C).

- The shepherd didn't want the gold because
  - he thought it didn't belong to him.
  - he believed the farmer needed it more.
  - he thought he was rich enough already.
- The student bought the birds because
  - he thought the garden would look better with birds in it.
  - he cared more about the birds than the garden.
  - it upset him to see how the camel driver treated them.
- Which best describes the meaning of this folk tale?
  - If you tell a lie, you will lose everything you have.
  - If you're trying to do good, others will help you.
  - If you fail once, there are no second chances.

**3** **7.C3** **7.S3** **THINK!**  If you were the farmer, would you take the gold the shepherd found? Why/Why not? Discuss in pairs.

**4** Complete the sentences. Use: *struck, passed, set, failed, slammed.*

- The student wanted to ..... the birds free.
- When the rich people tried to get inside, the gates of the garden ..... shut.
- The student noticed the birds when a caravan of camels ..... by.
- The shepherd was successful until disaster ..... and he lost his sheep.
- The student was upset because he thought he had ..... in his task.

**5** Read the theory box.

Folk tales are part of traditional cultures in places all over the world. They have several things in common:

- They **beginning** of the story starts with 'Once upon a time ...' or a similar phrase.
- They feature **ordinary people** e.g. a woodcutter, a fisherman.
- They deal with **human problems** e.g. family, poverty.
- They contain **extraordinary luck** e.g. finding money or supernatural elements e.g. a goose that lays golden eggs.
- They contain **life lessons, morals or values** that are important to that culture, e.g. share your good fortune with others.

**Speaking & Writing**

**6** a) Copy and complete the spidergram in your notebooks.



b) **7.C6**  Use your notes from Ex. 6a to tell the class why *The Magic Garden of the Poor* is a good example of a folk tale.

**7**  Draw a picture of the Magic Garden. Display it in the classroom, then describe it.

**8**  **Portfolio** Research another folk tale either from your country or another country. List the events in the order they happened. Use your list to present the folk tale to the class.

## EDUTAINMENT 5

## VALUES

## How stories help us

- 1 **7.53** Why is it important to read or tell stories?



Use the list to tell the class. Can you think of more reasons?

Stories are important because they:

- help us communicate with others
- allow us to dream
- help us see how people solve their problems
- shape our culture
- influence the way we think and behave
- teach us ethics & values
- make us want to do the right thing
- help us see the difference between good and bad
- make us experience a variety of emotions
- develop our imagination

- 2  Create your own good and bad characters for a detective story. Think about:

- his/her name
- where he/she lives
- what he /she looks like
- what he/she is like

Present your fictional characters to the class.

- 3 Do the quiz. Mark the sentences T (true) or F (false).

## QUIZ

- 1 Sherlock Holmes was a famous real detective. ....
- 2 Sir Arthur Conan Doyle wrote *The Time Machine*. ....
- 3 H.G. Wells was born in 1867. ....
- 4 The Eloi are friendly people. ....
- 5 The Morlocks live underground. ....
- 6 Kai is a special type of dancing. ....
- 7 Maadei-Kara had a son. ....
- 8 The Garden of the Poo had no trees in it. ....

- 4 Go through Module 5 again and prepare a quiz similar to the one in Ex. 3.

- 5  **Song:** Read the song and in pairs complete the gaps with: *pleasant, face, good, scream, safe, right.*

## VIDEO

## The Wild, Wild Wood

Stay away from the Wild, Wild Wood,  
It's dark, it's cold and it's no 1) .....

Nasty creatures come out at night  
So stay away and you'll be all 2) .....

Never go to the Wild, Wild Wood  
Stay away, you know you should  
It's not 3) ..... there for you or me  
It's not a 4) ..... place to be

The Wild, Wild Wood is a scary place  
Behind each tree you'll see a 5) .....

And all the scary sounds you hear  
Will make you 6) ..... or shake with fear

- 6  Listen and check.

- 7  How does the song make you feel?

# MODULE 6

## Entertainment & Media

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: choosing a TV programme
- Writing an informal email about your favourite TV series

#### Themes:

- TV programmes • films
- music • the media
- Musical instruments around the world

#### VALUES: Music

#### Language Focus:

- the passive • it-there

### Vocabulary

#### • TV programmes

### 1 Listen and repeat. Which of the following do you enjoy watching on TV?

- documentary • soap opera • drama show
- the news & weather • quiz show • cartoon
- fashion show • chat show • sports programme
- comedy show • sitcom • play • film • children's programme
- music programme • police drama
- awards ceremony • nature programme

*I enjoy watching documentaries.*

### 2 Which of these can you see in the pictures?

*Picture 1 shows the news & weather.*



### • Expressing opinions

### 3 Use the adjectives to discuss TV programmes, as in the example.

- good • great • OK • silly • childish
- interesting • awful • boring • educational
- fantastic • terrible • not bad • amusing • funny

A: *What do you think of documentaries?*

B: *I find them boring. I prefer police dramas.*

A: *What do you like to watch?*

B: *I like ...*



Find the page numbers for

a TV guide

traditional musical instruments

robots

## Reading 6a

### Check these words

- direct • alone • solution
- race back • universe • war
- action-packed • cast • feature
- destroy • mankind • plot
- battle

- 1 a) Have you seen a science-fiction film? Tell the class about it.  
b) 7.C1 In which films have the characters in the pictures appeared? What is each film about?  
🔊 Listen and read to find out.
- 2 7.R2 Read the article and mark sentences 1-7 as T (true), F (false) or DS (doesn't say).



## FOREST SCHOOL

What's on this month?

clubs

cinema

school trips

sport

theatre

1



It's time for the annual school film festival and this year it's sure to be a success. The theme is science-fiction and there will be over 15 films to choose from. Here are a few of the blockbusters that are showing.

WALL-E is a fantastic computer-animated adventure film about a cute robot. The film was directed by Andrew Stanton. WALL-E was designed and built by humans to collect rubbish. However, all the humans have left the Earth because it is polluted and WALL-E is left alone. One day he meets a search robot named EVE. She realises that WALL-E has the solution to the planet's problems and races back to tell the humans. A fantastic journey across the universe begins. You'll love it!

Terminator Genisys is a thrilling science-fiction film about a war between humans and robots. It was directed by Alan Taylor, and stars Arnold Schwarzenegger. It is an action-packed film involving time travel. In the future, John Connor sends one of his soldiers back in time to protect his mother. But new robot enemies are already waiting in the past! The special effects are amazing and the cast give a brilliant performance. The music, which was composed by Lorne Balfe, is fantastic. Terminator Genisys is a must-see for all science-fiction fans.



3



X-Men: Apocalypse is a science-fiction film featuring the famous group of superheroes, the X-Men. This time they have to fight against Apocalypse, a powerful supervillain who wants to destroy mankind. Jennifer Lawrence leads an excellent cast that includes James McAvoy and Michael Fassbender. It was directed by Bryan Singer. It has a gripping plot and the sound effects make you feel that you are in the middle of the battle. It is highly recommended. However, Hugh Jackman's 'Wolverine' character (known for his razor-sharp claws and superhuman strength) is only in this film for a few moments!

# Vocabulary 6a

- 1 WALL-E was directed by Andrew Stanton. ....
- 2 WALL-E lives on Earth. ....
- 3 WALL-E is very clever. ....
- 4 Terminator Genisys is about robots fighting people. ....
- 5 Terminator Genisys takes place at several different times. ....
- 6 The X-Men can travel through time. ....
- 7 Apocalypse is a friend of the X-Men. ....

- 3 a)   **Make notes under the headings. Use them to write or say a few sentences about each film. In what ways are the stories similar and/or different?**

Name	Type	Director	Plot
WALL-E	computer-animated adventure	Andrew Stanton	WALL-E – a robot that collects rubbish

'WALL-E' is a computer-animated adventure film. It was directed by Andrew Stanton.  
WALL-E is a robot that collects rubbish. ...

- b)    **Imagine that you were WALL-E. What solutions would you suggest to save Earth from its problems? Say or write a few sentences. Tell the class.**

*If I were WALL-E, I'd invent a machine which would clean radioactive waste.*

### • Films

- 4 **Fill in: sound, plot, effects, cast, computer-animated, blockbuster.**
- 1 Special ..... make films more exciting.
  - 2 The film's gripping ..... kept us on the edge of our seats.
  - 3 Shrek is a(n) ..... film. Children will love it.
  - 4 The film is great. It'll be a(n) .....
  - 5 In animated films, they use a lot of ..... effects to attract children's attention.
  - 6 With an excellent ..... and great director, the film will be a success.

- 5 **Fill in: win, star, direct, release, compose, play in the correct form.**

The Dark Knight is a sequel to Batman Begins. Christopher Nolan **1)** ..... and co-wrote it. Christian Bale and Heath Ledger **2)** ..... in it. Christian Bale **3)** ..... Batman. He was excellent. Hans Zimmer and James Newton Howard **4)** ..... the music for the film which Warner Bros **5)** ..... in 2008. The film **6)** ..... two Oscars in 2009.

### • Recommending

- 6     **Use the phrases to recommend films you have seen.**

+	-
<ul style="list-style-type: none"> <li>• You should see it.</li> <li>• It's a must-see.</li> <li>• Don't miss it.</li> </ul>	<ul style="list-style-type: none"> <li>• It was too long/boring.</li> <li>• It's a waste of time.</li> </ul>

A: Have you seen ...?

B: Yes, I saw it last Sunday.

A: Did you like it?

B: It was great. The sound effects were amazing. You should see it.

## Listening & Speaking

- 7 a)   **Listen to three people talking about the films they like. Which type(s) of film does each: like? not like? Why?**

Jane

Steve

Susan

- b) **Think of your favourite film. What type is it? Who directed it? Who stars in it? What is it about? Tell the class.**

## Writing

- 8   **Portfolio** **Complete the email to your English pen-friend about your favourite film.**

Hi ...

My favourite film is ... It is a ... film. It was directed by ... It stars ... The film is about ... It is ... and it has great ... Don't ...

## Use of English 6b

- The passive (present simple & past simple)

- 1 **7.085** Read the theory. Say the examples in your language. Find examples in the text on p. 64.

Present Simple	Active	Passive
Affirmative	They <b>make</b> films in India.	Films <b>are made</b> in India.
Negative	They <b>don't make</b> films here.	Films <b>aren't made</b> here.
Interrogative	<b>Do they make</b> films in Australia?	<b>Are films made</b> in Australia?
Past Simple	Active	Passive
Affirmative	They <b>released</b> it last Monday.	It <b>was released</b> last Monday.
Negative	They <b>didn't release</b> it last Tuesday.	It <b>wasn't released</b> last Tuesday.
Interrogative	<b>Did they release</b> it yesterday?	<b>Was it released</b> yesterday?

- 2 **Fill in: is or are.**

- 1 Most films ..... made in Hollywood.
- 2 Jim Carrey ..... known for his comedies.
- 3 The Cannes Film Festival ..... held every May.
- 4 Changes to actors' lines ..... sometimes made at the last minute.
- 5 Pixar Animation Studios ..... based in California, USA.
- 6 *Nomad* ..... set in 18th century Kazakhstan.

- 3 **Put the verbs in brackets into the past simple passive.**

1. *Robot* is a sci-fiction thriller starring Will Smith. It 1) ..... (produce) by Twentieth Century Fox Film Corporation. The film 2) ..... (direct) by Alex Proyas and 3) ..... (write) by Jeff Vintar and Akiva Goldsman. It 4) ..... (nominate) for an Oscar and won an ASCAP Award for the Top Box Office Film.

- 4 **Read the theory. Is there a similar structure in your language?**

### Changing from active to passive

**Subject**                  **Verb**                  **Object**  
**Active:** George Lucas    directed    Star Wars.

**Passive:** Star Wars **was directed by** George Lucas.

**Subject**                  **Verb**                  **Agent**

The object of the active verb becomes the subject in the passive sentence.  
 The active verb changes into a passive form.

The subject of the active verb becomes the agent.

The agent is introduced with *by* or it is omitted.

We use the passive voice when:

- we don't know who did the action. *His car was stolen yesterday.*
- the action is more important than the person who did it.

*The film was released in 2008.*

- 5 **7.089** Write the sentences in the passive voice.

- 1 William Shakespeare wrote *Macbeth*.  
*Macbeth was written by William Shakespeare.*
- 2 They filmed *The Lord of the Rings* in New Zealand.
- 3 They released *The Dark Knight* in 2008.
- 4 Catherine Hardwicke directed *Twilight*.
- 5 They nominated *Slumdog Millionaire* for ten Academy Awards in 2009.
- 6 They filmed *Nomad* in Kazakhstan.

## Use of English 6b

6 Read the theory. Fill in: *by* or *with*.**by + person who does the action (the agent)***The picture was painted by Picasso.***with + instrument/material/ingredient***The picture was painted with oil paint.*

- The documentary was filmed ..... an underwater camera.
- The show was watched ..... millions of people.
- The artwork was made ..... paper.
- Avatar was directed ..... James Cameron.

7 **7.109** Use the verbs and the names to write a passive sentence about each of the following.

🔊 Listen and check.

A	B	C
America	invent	Giuseppe Verdi
Hamlet	sing	Alexander Graham Bell
Aida	discover	Michelangelo
The Pietà	compose	Elvis Presley
Blue Suede Shoes	paint	Christopher Columbus
The Mona Lisa	write	William Shakespeare
The telephone	sculpt	Leonardo da Vinci

*America was discovered by Christopher Columbus.*

## 8 Read the short film review. Write questions to which the words in bold in the review are the answers. Which questions are in the passive?

Mongol is a historical adventure film. It was directed by **1) Sergei Bodrov** and is based on **2) the early life of Genghis Khan**, the great Mongol warrior. **3) Tadanobu Asano, Sun Honglei and Chuluxury Khulan** are the leading actors. The film was released in **4) 2007** and was nominated for **5) an Oscar**. The film's music was composed by **6) Tuomas Kantelinen**.



1 Who was 'Mongol' directed by? (passive)

9 **7.57** Ask and answer, as in the example.

• penicillin • blue jeans • Wuthering Heights • The Magic Flute • Guercino

• discover • compose • write • paint • invent

• Mozart • Pablo Picasso • Levi Strauss • Emily Brontë • Alexander Fleming

A: Who was penicillin discovered by?

B: It was discovered by Alexander Fleming.

**Now write complete sentences.**• *it - there*10 Read the theory. Fill in: *it* or *there*.**It/there**We use **it/there** as the subject when there is no natural subject in a sentence:

- to talk about weather/time/distance. *It's quite windy today. It's 10 o'clock. How far is it to Taraz?*
- to comment on/identify something/somebody. *It was great to be there. It's nice to meet you. Who is it? It's Ann.*
- to introduce something new. *There's a concert this evening.*
- to say that something exists in a particular place. *There is a cinema in the mall.*

- A: Hello, ..... 's Ivan. Can I speak to Marat, please?  
B: Marat's out tonight. .... 's a concert on at the town hall.
- A: ..... 's 7 o'clock. How far is the theatre?  
B: Don't worry, ..... 's only a 10-minute walk.
- A: Is ..... a cinema in this town?  
B: Yes, and ..... 's a great film out today.
- A: ..... 's going to rain. Do you need my umbrella?  
B: No thanks, but ..... was kind of you to ask me.

## Skills 6c

## Study Skills

## Predicting content

The title and the first and the last sentence in each paragraph can help us predict what a text is about.

## 1 What can you do in the following places?

- art gallery • cinema • concert hall • exhibition centre • museum
- opera house • stadium • circus • theatre

We can see paintings in an art gallery.

2  Listen to the music extract. What type of music is it: rock? pop? classical? jazz? reggae? punk? heavy metal? electronic? What images come to mind? Tell the class.

## Reading

3  Read the title and look at the picture. What is unusual about the musical instruments?

- Listen and read to find out.

## Check these words

- orchestra • found • produce
- high-quality sound • leak
- pumpkin • bass drum • create
- cucumber • depend on
- repertoire • range from
- environmentally-conscious
- biodegradable • audience



# Playing with your Food

Most parents tell their children not to play with their food. A group of musicians in Austria obviously didn't listen!

The Vienna Vegetable Orchestra, which was founded in 1998, uses fresh vegetables for their instruments, which are made an hour before the show. "Fresh vegetables produce high-quality sounds. Plastic-packed vegetables do not make good instruments," they say. Each vegetable can be used in many different ways. Carrots are made into flutes, leeks into violins and pumpkins into bass drums. Combinations of vegetables are also used together to create instruments. For example, they can make a trumpet by using a cucumber for the body, a carrot for the mouthpiece and a pepper for the trumpet's bell. The sound of each instrument depends on the quality of the vegetables and the temperature on stage. The orchestra is constantly working on developing new instruments.

The orchestra's musical repertoire ranges from classical to electronic. They play about 20 to 30 concerts a year. This one-of-a-kind musical group is also environmentally-conscious since all the instruments are bio-degradable. At the end of each performance, the vegetables are made into a delicious soup for the audience to eat. The whole experience is something that all your senses can enjoy!



## 4 a) 7.85 7.86 Read the text and answer the questions.

- Where is the orchestra from?
- What makes it special?
- Where do they get their instruments from?
- How is a trumpet made?
- What does the sound of the instruments depend on?
- What music do they play?
- How does a concert end?
-  In what ways is this orchestra different to a conventional one?

b) 7.53   Would you like to attend a concert by the Vienna Vegetable Orchestra? Why (not)? Write or say a few sentences on the topic.

## Listening

5 7.15  Listen to Tony talking to a friend about an evening out. What did each person do?

1	Tony	2	Joyce	3	Laura	4	Claire	5	Dennis
A	ballet	C	film	E	exhibition	G	opera		
B	concert	D	play	F	dinner	H	football		

## • Describing experiences

## 6 7.56 Think of the last time you went out and had a really good time. Complete the notes. Use your notes to talk about your evening out.

<b>Topic:</b> An evening out	
<b>When/Where</b> you went	
<b>Who</b> you went with	
<b>What</b> exactly happened (what you did, what it was like, how you felt, etc.)	

## Writing

7 7.W7 **Guided** Use your answers in Ex. 6 to complete the email to your English pen-friend.

Hi ...  
 Last ..., I went to ... I went with ... I/We ... I had a really great time.  
 Have to go now. Talk to you later.  
 ...

I've come to tune your piano.

I didn't send for you.

Your neighbours did.

# Everyday English 6d

## • Choosing TV programmes

### 1 Listen and repeat.

- Do you fancy watching it? • What else is on? • Quiz shows are boring.
- What channel is it on? • That sounds great. • I just hate social dramas.
- Oh no, not that.

### 2 The sentences in Ex. 1 are from a dialogue between two friends. What programme do they choose to watch?

#### Listen and read to find out.

#### Check these words

- fancy • be on • channel
- social drama

Sanzhar: Anna, there's a quiz show on TV. Do you fancy watching it?  
 Anna: Not really. Quiz shows are boring. What else is on?  
 Sanzhar: Well, there's a wildlife programme on about sharks.  
 Anna: That sounds great. What channel is it on?  
 Sanzhar: Channel 4.  
 Anna: What time is it on?  
 Sanzhar: 6:00.  
 Anna: Let's watch that. There's a teen social drama after that.  
 Sanzhar: Oh no, not that. I just hate social dramas.

## Study Skills

### Intonation

Use suitable intonation to show your feelings. This helps your listener understand you better.

### 3 Read the dialogue again and find phrases in it which mean: Do you feel like watching it? – I'm not really in the mood. – That's OK with me. – When does it start? – I can't stand social dramas.

### 4 Listen to the dialogue. Take roles and read it out. Mind your intonation. Say the sentences in Ex. 1 in your language.

### 5 Portfolio It's Thursday evening. Use the TV guide to discuss what you want to watch on TV. Use the sentences in Ex. 1. You can use the dialogue in Ex. 2 as a model. Record yourselves.

#### TV GUIDE THURSDAY 7<sup>th</sup> APRIL

Channel 1	Channel 2	Channel 3	Channel 4
6:00 pm Friends (US sitcom)	6:00 pm Magic Forest (mystery show)	6:00 pm Ready Steady Cook! (cookery programme)	5:30 pm The Simpsons (cartoon)
6:30 pm Elephants (wildlife programme)	6:30 pm Eggheads (quiz show)	6:30 pm News & Weather	6:00 pm Sharks (wildlife documentary)
7:00 pm EastEnders (soap opera)	7:00 pm Lost (US drama series)	7:15 pm Do you know it? (quiz show)	7:00 pm Mary & Helen (teen social drama)



1 Listen to the music extracts (1-9). Match them to their origins.

- |   |         |   |         |   |          |
|---|---------|---|---------|---|----------|
| a | Spanish | d | Italian | g | Indian   |
| b | Greek   | e | Russian | h | Chinese  |
| c | Irish   | f | Mexican | i | Egyptian |

2 a) Name some musical instruments. List them under the headings:

- |       |        |            |
|-------|--------|------------|
| wind  | string | percussion |
| flute | harp   | xylophone  |

b) 7.R5 7.L5 Look at the musical instruments in the pictures.

Which is a wind instrument? Which is a string instrument? Which country are they from? Are they played nowadays?

Listen and read to find out.



### The Dombra

The dombra is a beautiful string instrument. It is called the queen of Kazakh instruments. It's got a pear-shaped wooden body with a long neck and two strings. Traditionally the strings were made from sinew but today nylon ones are used. The dombra is an instrument with a long history. Many Kazakh families have at least one person who can play it. It is usually played on its own or used to accompany traditional songs. It sounds great as part of a band, too. Some bands even use electric dombras to create music.



### The Tin Whistle

The tin whistle is a traditional Irish wind instrument that looks like a small flute. Today it is made from a long narrow brass tube with six holes and a plastic mouthpiece. Irish people have played the tin whistle since ancient times and it is one of the most popular instruments in Irish traditional music. It is also called the penny\* whistle because in the past many beggars used to play it in the streets for money. Today, it is played by many musicians and in many styles of music. The theme song of the 1997 film Titanic, 'My Heart Will Go On', features an Irish tin whistle.

\* a small coin worth about 1 euro cent

3 Find all the passive sentences in the text. Rewrite them as active.

... It is made from ... (passive) ... They make it from ... (active)

#### Check these words

- pear-shaped = string
- sinew = accompany
- band = made from
- brass = tube
- mouthpiece = beggar
- feature

4 a) **Think!** Say four things you have learnt from the text, then choose a musical instrument and describe it.

b) 7.S3 Which musical instrument(s) would you like to play? Why? Tell your partner.

5 **Portfolio** Collect information about a traditional musical instrument in your country under the headings: **name - type - description - other facts**. Present the instrument to the class.



## Across the Curriculum 6f

PSHE

### Study Skills

#### Self-Assessment

After you read, think about how difficult the text was for you. Think about: *unknown words, style, Use of English structures, information it includes.*

- 1 **7.56** Which of the types of media below do you use every day? Tell your partner.

- magazines • newspapers • the Internet • TV • radio
- mobile media devices

*I use the Internet every day or I watch TV. I rarely read a newspaper.*

- 2 **7.13** What problems can electronic media cause?

Listen and read to find out.

- 3 **7.89** Read the text. List two examples of problems caused by electronic media. What does the writer advise teens to do? How difficult was the text for you?



### Teens & Electronic Media: A dangerous combination

**E**lectronic media can be very useful research tools for students, giving them all the information they need at the push of a button. However, they can cause a student's grades to drop. Spending many hours in front of a screen for entertainment purposes means that you spend less time studying and doing your school work.

Another serious problem of electronic media abuse is a social one. Since you spend so much time watching TV, surfing the Net, reading magazines or playing computer games, you are wasting valuable time you can spend with your friends and family. Electronic media are a great way to keep in touch with friends and family who live far away. Still they cannot replace the benefits of communicating with people in the real world.

#### Tips on using electronic media safely

- 1 Set a time limit. Give yourself about 1-2 hours a day to use any type of electronic media you want for entertainment.
- 2 Never do your homework or study while you're using electronic media.
- 3 Don't use electronic media in your bedroom. Keep all sources in the living room and out of your bedroom.
- 4 Take a break to stretch out your muscles after an hour of sitting. Also, after your time is up, do some kind of activity that will exercise your body and your mind.
- 5 Remember that not everything you read on the Internet is true! People are not always who they say they are, and teens often make bad decisions about the things they share. Think carefully before you type or post. You can't take it back, and it can cause a lot of harm.

#### Check these words

- research tool • drop purpose • abuse
- valuable • network benefit

- 7.86** What is the writer's opinion on teens using electronic media? How can the information in the text help you?

#### Pronunciation /e/, /æ/

- 5 Listen and tick (✓). Listen and repeat. Can you think of more words with these sounds?

	/e/	/æ/		/e/	/æ/		/e/	/æ/
bad			set			cat		
bed			sad			pet		

# Writing 6g

## • An email about your favourite TV series

- 1 a) The phrases are from the email below. How does the writer feel about the series? a great series can't wait appeals to everyone  
are always interesting never miss an episode
- b) Read the text. Complete the gaps with the phrases above.



### Check these words

- crime scene
- investigator • move
- speed • save
- powerful • enemy
- appeal • can't wait

## Study Skills

### Understanding rubrics

Always read the rubric carefully. It contains information about:

- who you are writing to.
- what you are going to write.
- how many words you should write.

Make sure you include all the points in your piece of writing.

Hi Asael,  
 My favourite TV series is The Flash. It's on Sky 1 at 8 pm every Tuesday. It's 1) ..... about Barry Allen, a crime scene investigator who is also The Flash, a superhero who can move at extremely fast speeds. The Flash must save his city from different supervillains, especially his most powerful enemy, Reverse-Flash. It's the best superhero series ever and 2) ..... Grant Gustin is amazing as the Flash, the storylines 3) ..... and it's got some great special effects. I think it has something that 4) ..... Do they show it in your country? I'm going to watch it tonight and I 5) ..... Well, I have to go now.  
 Beth

- 2 Read the rubric, look at the underlined words and answer the questions.

This is part of an email from your English pen-friend. Write an email in reply. (50-60 words)

My favourite TV series is The Flash. What's yours? When is it on? What is it about?

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1 Who are you writing to? What?      | 3 How many words should you write? |
| 2 What are you going to write about? |                                    |

### 3 Answer the questions.

- |                                     |                             |
|-------------------------------------|-----------------------------|
| 1 What is your favourite TV series? | 4 What is the series about? |
| 2 What type is it?                  | 5 Why do you like it?       |
| 3 When is it on?                    | 6 Would you recommend it?   |

## Writing (an email about your favourite TV series)

- 4 7.W1 7.W7 Portfolio Use your answers in Exs 2 & 3 to write your email to your English pen-friend about your favourite TV series (60 words). Follow the plan.

**Para 1:** greet your friend, write the name of the series, what channel it is on, what time and when you can watch it, what the series is about (Dear ..., My favourite TV series ... It's on ... It's a great series ... It's about ...)

**Para 2:** comment on storylines, cast, music, etc. (The storylines are ... and the acting ...)

**Para 3:** your feelings, closing remarks (It's the best ... Well, I have to go now. Write back ...)

# EDUTAINMENT 6

## VALUES

### Music

- 1 a)   Read the statements. Which do you agree with? Which do you disagree with? Why? Discuss with your partner.

- Listening to music is a waste of time.
- Music helps me create stories without words.
- Music helps me remember things better.
- Music helps us express our feelings.
- Music can bring people together.
- Music is just noise to my ears.

- b)   Choose a piece of music. Draw a picture or think of a story to tell the class.

- 2 Do the quiz. Mark the sentences T (true) or F (false).

## QUIZ

- Both *Terminator Genisys* and *X-Men: Apocalypse* were directed by Bryan Singer. ....
- WALL-E* is a computer animated film. ....
- The Vienna Vegetable Orchestra make their musical instruments themselves. ....
- The Flash* is a TV series. ....
- It doesn't matter what you post on the Internet. ....
- The *dombra* is a wind instrument. ....

- 3   Look at Module 6 and prepare a T/F quiz of your own.

- 4 **Song:** Read the words/phrases. How are they related to music?

 Listen and read to find out.

- saucepan • box • tin • shake
- hit • tap • click fingers
- stamp feet

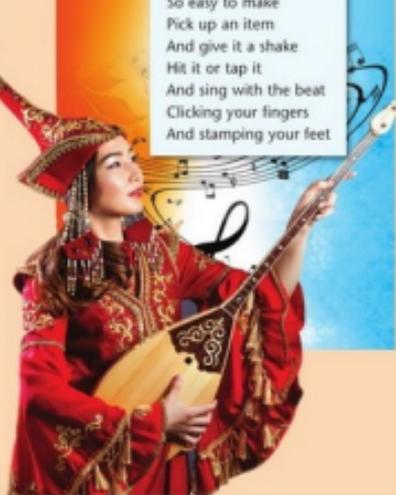


## Feel the Rhythm

You can make music  
And make a great sound  
Just take the things  
You've got lying around  
Pick up a saucepan  
A box or a tin  
Now you can play  
Let the music begin

Pick any object  
Make music today  
You'll feel the rhythm  
As you start to play  
Just feel the music  
And you can't go wrong  
Play from the heart  
Let the world hear your song

Instruments can be  
So easy to make  
Pick up an item  
And give it a shake  
Hit it or tap it  
And sing with the beat  
Clicking your fingers  
And stamping your feet



## MODULE

## 7

## Natural disasters

## ▶▶ What's in this module?

**Skills Focus:**

- Reading & Listening for specific information and main ideas
- Speaking: narrating an experience – expressing sympathy
- Writing a story

**Themes:**

- natural disasters
- *Disasters in Kazakhstan & the UK*
- VALUES: learn from nature

**Language Focus:**

- past continuous
- past simple vs past continuous

**Vocabulary**

## • Natural phenomena

## 1 Match the natural phenomena (1-9) to the pictures (A-I).

🔊 Listen, check and repeat.

- |              |                     |             |
|--------------|---------------------|-------------|
| 1 flood      | 4 avalanche         | 7 lightning |
| 2 earthquake | 5 tornado           | 8 hurricane |
| 3 tsunami    | 6 volcanic eruption | 9 drought   |

2 **7.57 THINK!** Look at the pictures and say which of these phenomena are/are not common in your country.*Floods are common in my country.*

Find the page numbers for

- newspaper headlines
- a story in pictures
- a landmark in Kazakhstan

# Reading 7a

## Study Skills

### Predicting content

Pictures from a text help you predict what the text is about.

1

7.16 Look at the pictures and read the key words/phrases: warm breeze, crystal clear water, loud roar, huge wave swallowed me, hand grabbed me, palm tree, in panic, lonely and lost, lucky to be alive. What is the text about?

Listen, read and check.

### Check three words

shine • breeze • roar  
scream • wonder • massive  
swallow • breathe • grab  
asp for air • rescue

## TRUE STORIES

by Mark Smith



On the morning of 26th December, the sun was shining and a warm breeze was blowing on Ko Phi Phi Don Island in Thailand. It was a welcome change from the wet, rainy weather in London. After breakfast, we went to the beach. My parents decided to sunbathe and I ran straight into the crystal clear water. Nothing could prepare me for what was about to happen next.

Suddenly, I heard a loud roar. The water under my feet disappeared. I heard people screaming and pointing at the sea. "What's going on?" I was wondering as I turned to see a massive wave coming towards me. "Mark, run!" I heard my mum shout before the huge wave swallowed me. I was under the water. I was trying to breathe and reach the surface but the force of the water just pushed me down. Then, out of nowhere a hand grabbed me and pulled me up. I gasped for air and looked around. I was in a palm tree with a Thai man. I could see people in the distance running in panic.

I felt like crying, but I was too shocked to even do that. The only thing I could do was to sit and watch, unable to move. The hours passed slowly. Suddenly, the Thai man started shouting and pointing to a helicopter. The pilot saw us and came to rescue us. Half an hour later, we were safe in the hills. There were a lot of people there. I was feeling lonely and lost when I heard my mum's voice say "Mark, you're safe." I don't remember feeling more relieved in my life than at that moment.

Two days later we left the island. We felt lucky to be alive, but we were sorry for the locals that lost their homes. It was a terrible experience.

2

7.17 Read the text again and complete the sentences. Use two to four words.

- 1 Mark and his family went .....
- 2 On the morning of 26th December after breakfast, they .....
- 3 While Mark was swimming, he heard .....
- 4 A huge wave .....
- 5 A Thai man managed to pull .....
- 6 Hours later a helicopter .....
- 7 In the hills, Mark felt .....
- 8 Mark and his family left two .....
- 9 They felt lucky .....
- 10 They felt sorry for .....

# Vocabulary 7a

3 a)  Give the story another title.

b)   Imagine you are Mark. How did you feel during the tsunami? Say and/or write a few sentences.

4 Match the adjectives to their synonyms. Then explain the words in bold.

- |   |             |
|---|-------------|
| 1 <input type="checkbox"/> welcome (l. 4)   | a huge      |
| 2 <input type="checkbox"/> massive (l. 15)  | b horrified |
| 3 <input type="checkbox"/> shocked (l. 27)  | c pleasant  |
| 4 <input type="checkbox"/> safe (l. 34)     | d abandoned |
| 5 <input type="checkbox"/> lonely (l. 36)   | e calm      |
| 6 <input type="checkbox"/> relieved (l. 39) | f unharmed  |

### • Natural disasters

5 Read the texts and complete them with the words in the lists.

- survive • rescue • howling
- flying • shelter

A I'll never forget the time I got caught in the middle of a hurricane. I was in the park when it started. The wind was 1) ..... and objects were 2) ..... all around me. I was trying to find some 3) ..... when suddenly I heard a 4) ..... team in the distance. I was lucky to 5) .....

- hurt • rumbling • rocking
- collapsed • shaking

B We were in class when we all heard a deep 1) ..... noise. Then, suddenly, the ground started 2) ..... and the walls started 3) ..... from side to side. It was an earthquake! Seconds later, though, it was over. Some buildings in the town 4) ....., but luckily no one was 5) ..... It was a scary experience.

## Speaking & Writing

6 a)   Talk with your partner about your funniest, saddest or scariest experience on holiday.

1 where/you go?

A: Where did you go?

B: I went to ...

2 who/with you?

3 what/weather be like?

4 how/you get there?

5 where/you stay?

6 what/you do? (go for long hikes in the mountain, take pictures, etc)

7 what happen?

8 what happen in the end?

9 how/you feel in the end?

b)  Use your answers in Ex. 6a to tell the class about your experience on holiday.

 Now use your answers in Ex. 6 to write an email to your English-speaking friend about your experience (60-100 words).

Hi Dylan,

You won't believe what happened to me while

I was on holiday in ..... (place) .....

..... (who) ..... went there ..... (time) .....

by ..... (how) ..... The weather was

..... We stayed .....

Every day we ..... Then one day

..... I felt ..... In the

end ..... We all felt .....

What about you?

Write back,

.....

(your first name)

## Use of English 7b

### • Past continuous

- 1 **7.U.10** Complete the table. Say the examples in your language.

Affirmative	Negative
I <b>was</b> sleeping.	I <b>wasn't</b> sleeping.
You <b>were</b> sleeping.	You <b>weren't</b> sleeping.
He/She/It <b>1)</b> .....	He/She/It <b>2)</b> ..... sleeping.
..... sleeping.	We/You/They <b>3)</b> .....
We/You/They <b>were</b> sleeping.	..... sleeping.
Interrogative	Short Answers
<b>Was</b> I/he/she/it sleeping?	<b>Yes</b> , I/he/she/it <b>5)</b> .....
.....	<b>No</b> , I/he/she/it <b>wasn't</b> .
<b>4)</b> ..... we/you/they sleeping?	<b>Yes</b> , we/you/they <b>6)</b> .....
.....	<b>No</b> , we/you/they <b>weren't</b> .

We use the **past continuous** for actions which were in progress at a certain time in the past. *Kairol was watching TV at 6 o'clock yesterday evening. We weren't playing basketball yesterday at 10 pm. We were sleeping. Were you watching TV?*

**Time expressions used with the past continuous:** yesterday, last week, while, as, at ten o'clock, yesterday morning, etc.

- 2 **7.U.10** The picture was taken at 5 o'clock yesterday afternoon just before an earthquake happened. What was each person doing? Use these verbs/phrases *eat a sandwich, sleep, talk on the phone, rain, play video games, read a magazine, cook to complete the sentences.*



- 1 Jenny .....  
 2 Sue and Tony .....  
 3 Mrs Smith .....  
 4 Mr Smith .....  
 5 Steve .....  
 6 Max .....  
 7 Outside, it .....

- 3 **7.U.10** Look at Assel's timetable for last Sunday. Write sentences, as in the example.

10:30	help Mum in the garden
11:30	tidy my room
1:30	have lunch with Mum & Dad
2:30	go for a walk with Aizhan
4:00	watch TV with Dad
6:30	play basketball with my friends
8:00	have dinner
9:00	sleep

- 1 At 11:00, Assel **wasn't** tidying (tidy) her room. She **was** helping Mum in the garden.  
 2 At 12:00, she ..... (watch) TV. She .....  
 3 At 1:45, Assel and her parents ..... (sleep). They .....  
 4 At 4:15, Assel's dad ..... (play) basketball. He .....  
 5 At 6:45, Assel's friends ..... (have) dinner. They .....

- 4 **7.S7** Write your own timetable for last Sunday. Discuss with your partner what you were doing at 10:30, 11:30, 1:30, 2:30, 4:00, 6:30, 8:00, 9:00.

A: At 11:00 I was playing football with my friends in the park. What about you?  
 B: I was watching TV.

## Use of English 7b

## • Past simple vs Past continuous

- 5 Read the theory. Say the examples in your language. Now list all past simple/past continuous forms in the text on p. 76. How do we use each form?

We use the **past simple** for:

- actions which started and finished in the past. *She left an hour ago.*
- actions which happened one after the other in the past. *He stood up, got his bag and left the room.*

We use the **past continuous** for:

- actions which were happening at a specific time in the past. *He was sleeping at 7 o'clock last night.*
- two actions which were happening at the same time in the past. *She was cooking while he was working.*
- an action which was happening in the past when another action interrupted it. The action in progress is in the past continuous. The action which interrupted the action in progress is in the past simple. *She was doing her homework when the phone rang.*

- 6 Put the verbs in brackets into the past simple or the past continuous.

- Gulnara ..... (tidy) her room while Damir ..... (have) a bath.
- When ..... (he/call)? An hour ago.
- She ..... (sunbathe) when her mobile ..... (ring).
- We ..... (swim) at 5 o'clock yesterday afternoon.
- They ..... (finish) breakfast and then ..... (go out).
- Aidar ..... (play) tennis when it ..... (start) raining.
- The kids ..... (watch) TV while Mum ..... (read) a magazine.
- Akbota ..... (make) dinner when the lights ..... (go out).
- They ..... (drive) to Astana when their car ..... (break down).
- He ..... (put on) his coat, ..... (grab) his bag and ..... (leave).

- 7 Read the text and put the verbs in brackets into the past simple or the past continuous.

Over a decade ago, Binti Jua 1) ..... (become) one of the most famous gorillas in the world. Her aunt, Koko, was well-known at the same time because she 2) ..... (talk) to people in sign language. However, one day in 1996, Binti Jua 3) ..... (rescue) a 3-year-old child to become the biggest celebrity in the family. The boy 4) ..... (climb) a railing at the zoo when he 5) ..... (fall) into the gorilla enclosure. Zoo visitors 6) ..... (scream) in terror as they 7) ..... (watch) her approach the young boy. However, the gorilla 8) ..... (carry) the unconscious boy to an entrance where the staff could help. Binti's own baby, Koola, 9) ..... (hold) onto her back all that time. Another visitor 10) ..... (film) with his video camera while the rescue 11) ..... (happen).

## • Talking about past actions

- 8  Ask and answer questions. Use the phrases.

- you/read a magazine – 4 o'clock yesterday afternoon? *"Were you reading a magazine at 4 o'clock yesterday afternoon?" "No, I wasn't."*
- your parents/go to the theatre – last Saturday? *"Did your parents go to the theatre last Saturday?" "Yes, they did."*
- you/do your homework – 5:00 yesterday afternoon?
- you/visit your grandparents – last Sunday?
- you/talk on the phone – at lunchtime yesterday?
- you/watch TV – yesterday afternoon?
- your friends/play basketball – yesterday?
- what/you/do – 3 o'clock yesterday afternoon?

- 9 Complete the sentences. Use the past simple or the past continuous.

- When I left school yesterday afternoon, .....
- At 8 o'clock yesterday morning, .....
- Last summer, we .....
- I was ..... while .....
- I ..... when .....
- Last weekend, my .....

## Skills 7c



Matt Suter

## THE MAN WHO RODE A TORNADO



19-year-old high school student Matt Suter was visiting his grandmother in her trailer in Missouri, USA. Earlier in the day the weather was nice, but during the afternoon dark clouds started gathering in the sky. By night, it was raining heavily and strong winds were blowing against the trailer.

It was then that Matt heard a strange loud noise. "It was like ten aeroplanes around us," he said. Suddenly, the walls, floor and ceiling started shaking. Furniture was moving around in all directions. Terrified, Matt tried to hold onto the sofa, but he couldn't. Something lifted him off his feet and out as the walls of the trailer were collapsing.

When Matt woke up, he was lying on the grass in the middle of a field, 400 metres from the trailer! He had a cut on his head and some small cuts and bruises on his body. When he realised where he was, he went to a neighbour for help. His neighbour wrapped him in a blanket and drove him back to the trailer. His grandma was OK, but the trailer was in pieces. Matt's grandma was delighted to see him.

Matt was very lucky to escape disaster. No other person on record has travelled that distance 'by tornado' and lived to tell the story. For Matt it was a frightening experience. "I always wanted to see a tornado," he said. "But I definitely didn't want to be in one!"

### Check these words

- trailer • gather • rain heavily • strong winds
- blow • against • shake
- in all directions
- terrified • lift • off his feet • collapse • lie
- realise • neighbour
- wrap • in pieces • escape
- on record • distance

### Reading

1 Look at the pictures and read the title. Did Matt manage to escape disaster?

Listen and read to find out.

2 Read the text again and mark sentences (1-6) as T (true), F (false) or DS (doesn't say).

- 1 Matt Suter lived with his grandmother in a trailer. ....
- 2 It was raining all day before the tornado hit. ....
- 3 Passing planes made the trailer shake. ....
- 4 Matt hit his head when he landed in the field. ....
- 5 Matt escaped the tornado with minor injuries. ....
- 6 Matt's grandmother thought he was dead. ....

3 **Read the text again and find:**

- four phrases describing weather
- four verbs related to tornado activity
- two nouns for injuries
- two adjectives describing feelings

- 4 Complete the newspaper headlines. Use: *blow, collapse, tell, strong, shakes, survived, escapes.*

TWO PEOPLE LIVED TO 1) ..... THE STORY

2) ..... WINDS 3) ..... TRAIN OFF BRIDGE

BUILDINGS 4) ..... DURING TORNADO

1 5) ..... THE JAPANESE TSUNAMI

MAN 6) ..... DISASTER AFTER ROOF COLLAPSES

EARTHQUAKE 7) ..... BUILDINGS IN TOKYO

- 5 a)  **THINK!** Change the ending of the story. Say and/or write a few sentences.
- b)   **THINK!** Imagine you experienced a tornado disaster. Change three things from Matt's story and tell the class your story.

## Speaking & Writing

- 6  Watch the video, then read the text in Ex. 1. List the events in the order they happened. Imagine you are Matt's grandma. Tell the story from your point of view. Talk about: *where I was – who I was with – when it happened – what happened – how I felt.*

## Listening

- 7  Listen and put the pictures (A-D) in the correct order (1-4).



- 8    Listen to the dialogue in Ex. 7 again and make notes under the headings: *who – when – where – what happened – feelings.* Use your notes to write the story for your school English magazine (100-120 words).

# Everyday English 7d

## Check these words

- Oh dear
- wander
- rumbling
- minor
- get a shock

## • Narrating an experience – Expressing sympathy

1

### a) Listen and repeat.

- You'll never guess what happened.
- What happened?
- Where were you at the time?
- Oh my goodness!
- Did anyone get hurt?
- I can imagine!

### b) 7.16 The sentences are from a dialogue between two friends.

Which natural disaster are they talking about?

Listen, read and check.

2

### Read the dialogue. Where was Assel when the earthquake started? How did she feel?

Damir: Hi, Assel. Did you have a nice holiday?

Assel: Hi, Damir. It was great. You'll never guess what happened, though.

Damir: What happened?

Assel: Well, while I was in Almalyk, there was an earthquake!

Damir: Oh dear! Where were you at the time?

Assel: I was wandering around a market. Suddenly, I heard a rumbling sound and the ground started shaking!

Damir: Oh my goodness! And then what?

Assel: I started screaming. Seconds later, though, it was over.

Damir: Did anyone get hurt?

Assel: No. It was a minor earthquake so there was no damage. I got quite a shock, though!

Damir: I can imagine!

3

### Find sentences in the dialogue which mean: *I was really surprised.* –

*Was anyone injured? – I had an enjoyable time. – I know what you mean!*

4

### Listen to and read the dialogue. Take roles and read it aloud.

5

### Act out a similar dialogue. Use the dialogue in Ex. 2 as a model. Use phrases from the Useful phrases box.

**Student A:** Your friend has just returned from a holiday. Ask him/her questions about what happened there.

**Student B:** While you were on holiday, you experienced a hurricane. Tell your friend about it.

#### Asking

- What happened?
- Did anyone get hurt?

#### Describing an experience

- While I was ...
- I heard ...
- I started ...

#### Sympathising

- Oh dear!
- Oh my goodness!
- Poor you!

# Great Disasters



ACROSS CULTURES 7e

## The Great Fire of London – 1666

The Great Fire of London is one of the most well-known disasters in history. The fire began on 2nd September 1666 in Tom Farriner's bakery in Pudding Lane. He was a baker to King Charles II. It lasted four days and burnt down over 13,000 houses. People lived in houses made of wood and straw that were close together, so the fire spread very quickly. Samuel Pepys, one famous diarist, and his men managed to put out the last fire on 6th September. Sir Christopher Wren designed a monument to remind people of the Great Fire of London. It stands near where the fire started.

## The Kebin Earthquake – 1911

The south of Kazakhstan is located on a seismic active zone, so the area has had many powerful earthquakes. In 1911 the Kebin earthquake almost completely destroyed the city of Almaty. It happened on 3rd January and over 770 buildings collapsed in the city. Many historic buildings were damaged, but one famous building survived. It was the Ascension Cathedral in Panfilov Park. At 54m high, it remains one of the tallest wooden buildings in the world. Amazingly, it survived even though there aren't any nails in the entire building!

### Check these words

- burn down • wood
- straw • spread
- put out • monument
- remind
- seismic active zone
- powerful • destroy
- collapse • survive
- remain • nail

## Study

Skills

### Homophones

Homophones are words which are pronounced the same but they differ in spelling or meaning. e.g. *peace – piece*

1 Read the title and the headings. What do you know about these two disasters? How are the buildings in the pictures related to them?

Listen and read to find out.

2 **7.82** Mark the statements (1-6) T (true), F (false) or DS (doesn't say).

- 1 The Kebin earthquake was the first earthquake in southern Kazakhstan. ....
- 2 Over 700 buildings in Almaty survived the earthquake. ....
- 3 People built the Ascension Cathedral without nails. ....
- 4 The Great Fire of London started in a bakery. ....
- 5 The Great Fire of London lasted a week. ....
- 6 Samuel Pepys was a rich man. ....

## Pronunciation (Homophones)

3 Listen and find the word which does not sound the same as the others. Listen again and repeat.

- itch – its – it's • hair – here – hear • saw – so – sew
- eight – ate – eat • I – eye – high • sun – son – soon



4 How are these names related to the disasters in the text?

- Tom Farriner • Pudding Lane • King Charles II • Samuel Pepys
- Sir Christopher Wren • Kebin • Almaty • Ascension Cathedral
- Panfilov



5 Find information about a disaster that happened in your country. Use these headings: *type of disaster – time – location – effects*. Compare it to the disasters in the text.



## Across the Curriculum 7f

Citizenship

• People who help us

1 police officer

1



1 How do the people in the pictures (1-5) help us? Match the prompts (A-E) to the pictures (1-5).

Make sentences. Use your own ideas as well.

- A help people/cross busy road – teach/road safety
- B take people/hospital – give/first aid
- C put out fires – rescue people
- D report parking offences – control traffic
- E stop crime – protect people

*Police officers stop crime and protect people.*

2

lollipop lady



2 Read the title of the text. Think of two questions you have about the police service in the UK.

Listen and read and see if you can answer them.



3

firefighter



### The Police Service in the United Kingdom

The United Kingdom doesn't have only one police force. Instead, there are 50 different forces around the country!

At the head of each force is the Chief Constable (or, in London, the Commissioner).

There are different ranks of police officers. Police constables, under the supervision of sergeants and inspectors, do the general police work, such as patrolling the streets, answering calls and so on. The police station is their base.

Entry to the police force is open to men and women over the age of 18 who are physically fit and have good eyesight. Every police officer does two years of police college courses and on-the-job training.

Police constables wear a uniform and a helmet. They do not carry a gun.

Detectives, who investigate crimes, wear plain clothes.

4

paramedic



5

traffic warden



7.57



Read the text. In pairs, ask and answer *wh-* questions based on the text.

A: Who's the head of each police force in the UK?

B: The Chief Constable. Who does ...

Check these words

- police force • constable
- rank • supervision
- sergeant • inspector
- patrol • base • eyesight
- helmet

7.72



4 Collect information about the police force in your country. Think about: organisation (head of force, structure, base) – duties – uniform. Present it to the class.

## Writing 7g

## Study Skills

## Setting the scene

We usually start a story by setting the scene. To do this, we imagine that we are looking at a picture and we describe the scene (place, time, the weather, the main characters, and their feelings).

## • A story

## 1 Read the story and fill in the correct preposition.

## 🔊 Listen, read and check.

## ✓ Check these words

- set off • look forward to • shortcut
- get stuck • wrap • run out of • lonely
- note • snowmobile • survive • injury
- patience • survival skills



It was a cold but bright Friday afternoon in Seattle and Daryl **1** was very excited. He packed his skis, his sleeping bag, and a few clothes in his **2** and set off to Mount Adams. He was looking forward **3** ..... spending the weekend **4** ..... his friends.

Daryl was familiar **5** ..... the area, so he took a shortcut through a country road. He was driving along in the jeep when the tyres got stuck in the snow. Within minutes, it started snowing heavily. Soon snow began **6** to cover his car. He tried calling for help, but his mobile phone wasn't working. **7** He knew he was **8** ..... trouble. He decided to stay inside the car and he wrapped himself **9** ..... his sleeping bag to keep warm. Daryl had some banana chips, rice cakes and some water **10** ..... him. He hoped they would be enough until someone found him.

The days passed and the food and water ran out. He ran the engine **11** ..... a few minutes every day to melt the snow. He was lonely and scared and he started writing goodbye notes to his family. Then one morning he heard a snowmobile and he knew he was safe. He felt happy and proud **12** ..... himself. He managed to survive for two weeks **13** ..... his car in almost 2 metres of snow without any injury, thanks **14** ..... his patience and survival skills.

## 2 [7.68] Put the events in the order they happened. Give the class a summary of the story. Then, give the story a different ending.

- |   |                                 |
|---|---------------------------------|
| A He took a shortcut.                     | E He heard a snowmobile.        |
| B He wrapped himself in his sleeping bag. | F He was safe.                  |
| C The tyres got stuck in the snow.        | G Daryl set off to Mount Adams. |
| D He started writing goodbye notes.       | H He ran out of food and water. |
|   | I It started snowing.           |

## Listening for ideas

## 3 [7.14] The pictures (A-C) tell a story.

## 🔊 Listen and put the pictures in the order they happened.

## Writing (a story)

[7.91] Use ideas from Ex. 3 and the verbs in the box to write your story for your school English magazine (80-120 words). Present the events in the order they happened. Follow the plan.

- ski • hear • see • head down • hit • break
- wait for • start waving • lift

- Para 1:** when & where the story happened (It was a bright sunny day ...) – who the main characters were (My friend Bob and I ... We were ...)
- Para 2:** events in the order they happened (Suddenly, we ... We skied ... I wasn't hurt but Bob ...)
- Para 3:** what happened in the end – characters' feelings (We had to ... Then I heard ... I felt ...)

## EDUTAINMENT 7

## VALUES

## Learn from nature

## 1 Match the sentences (1-4) to their meaning.

- 1  In nature everything is a cycle. Leaves are green in the summer, turn yellow in the autumn, then fall off in the winter and grow again in the spring.
- 2  Everything in nature has a role to play, whatever its size: ants, butterflies, tigers, etc.
- 3  Nature is unpredictable. There are storms, heavy rains, earthquakes, etc.
- 4  Nature is not complicated yet it is beautiful.



- A We can't have control over everything.
- B What seems like an end can be a new beginning.
- C We need to be simple and modest.
- D Nothing is too small to be important.

2 **THINK!** What does nature teach us?  
Discuss in pairs.

## 3 Do the quiz. Mark the sentences T (true) or F (false).

## QUIZ

- 1 An earthquake hit Thailand on 26th December. ....
- 2 The UK has got one police force. ....
- 3 The Chief Constable is the head of the police force in London. ....
- 4 The Kelvin earthquake destroyed Ascension Cathedral in Panfilov Park. ....
- 5 The Great Fire of London was put out on 6th September 1666. ....
- 6 The Great Fire of London burnt down over 10,000 houses. ....

4 **THINK!** Look at Module 7 and write a T/F quiz of your own.

- 5 **Song:** Listen to the song. Is the singer optimistic or pessimistic? Give reasons.

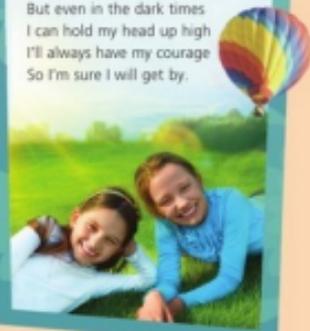


## Get through

Sometimes we all face problems  
And the world can get us down  
But even in the bad times  
You will never see me frown  
I always see the bright side  
I don't give up easily  
I know that I have courage  
And no problem can beat me.

No matter what may happen  
I know I'll always get through  
As long as I have courage  
There's nothing I can't do.

Sometimes there are disasters  
They can happen every day  
Sometimes we all feel helpless  
When life's troubles come our way  
But even in the dark times  
I can hold my head up high  
I'll always have my courage  
So I'm sure I will get by.



- 6 **THINK!** Complete the sentences about yourself.

- 1 Problems ... me.
- 2 In the bad times I ...
- 3 I'm glad ...

## MODULE

## 8

## Healthy habits

## ▶▶ What's in this module?

**Skills Focus:**

- Reading & Listening for specific information and main ideas
- Speaking: asking for/giving advice
- Writing an email giving advice

**Themes:**

- healthy/unhealthy habits
- healthy lifestyle
- healthy eating
- Natural remedies in Kazakhstan & New Zealand
- VALUES: Healthy lifestyles

**Language Focus:**

- conditionals (zero, first, second)
- modals (*must/have to/need to/might*)

**Vocabulary**

## • Healthy/Unhealthy habits

## 1 Listen and repeat.

2 **7.57 7.UET13** What should/shouldn't we do to have a healthy lifestyle? Look at the pictures in Ex. 1 and say.*We should get a good night's sleep.**We shouldn't eat too much junk food.*

## DOS



1 get a good night's sleep



2 have a hobby



3 drink plenty of water



4 do a physical activity



5 eat fruit &amp; vegetables

## DON'TS



1 eat too much junk food



2 surf the Internet for too long



4 eat late at night



3 play video games too often



5 watch too much TV

Find the page numbers for

- a menu
- natural remedies
- a poem

## Reading 8a

### Check these words

- snooze • familiar
- on average • sleep in
- tiredness • concentrate
- suffer from • stress
- lack • solution • routine
- full • stomach • boost your performance
- catch up on sth

### 1 Look at the picture and read the title and the key words.

- alarm goes off • snooze for five more minutes • feel sleepy
- want to sleep in • suffer from stress • switch off your gadgets
- follow your dreams

### 2 What do you think the text is about?

- 🔊 Listen and read to find out.

### 3 Read the text again and mark statements 1-6 as T (true) or F (false). Correct the false statements.

- 1 Teenagers think they get enough sleep.
- 2 Teenagers have the same sleeping habits as adults.
- 3 Sleep protects you from illnesses.
- 4 Sleeping less can improve your diet.
- 5 Technology can stop you from sleeping.
- 6 It's a good idea to keep the same bedtime.

### 4 Who is the article for? What is the author's purpose: to entertain? to inform? to persuade?



# Live the Dream

## Sleep More!

You're having the best dream you've ever had. Suddenly, the alarm goes off. No! You reach out your arm and turn it off. You just want to snooze for five more minutes. Does this sound familiar? Well, you're not alone. Teenagers everywhere are trying to get just a little more sleep.

So why is this? Well, to start with, on average teenagers need to sleep an hour longer than adults. Also teenagers usually feel sleepy later at night than adults, and take longer to wake up in the morning – and that's the reason why you always want to sleep in!

But can tiredness really hurt you? Unfortunately, it can. If you don't get enough sleep, you find it harder to concentrate at school and might do worse in your exams. You're also more likely to get ill or suffer from stress. In addition, you will eat more unhealthy food to help you stay awake. Lack of sleep can affect everything.

Luckily, there's a simple solution. Get more sleep and sleep better with a good evening routine. Firstly, you must eat dinner early so you don't go to bed on a full stomach. Then, about an hour before you go to bed, you should start doing something quiet and relaxing. Switch off your gadgets as the bright light from your smartphone or tablet can wake your body up. Finally, go to bed and get up at the same time every day. This helps your body find the right time for bedtime.

If you follow these tips to get more sleep, you will boost your performance at school while staying happy and healthy. Remember, there are no dreams without sleep. So if you want to follow your dreams, make sure you catch up on those zzzz!

# Vocabulary 8a

## 5 **7.83** **THINK** What is the best alternative title for the text?

- A Don't snooze your life away!  
B Healthy sleeping habits  
C The link between sleep and success

## 6 **7.C1** **THINK** Your friend feels tired and cannot concentrate at school. Advise him/her what to do.

### • Healthy lifestyles

## 7 **7.88** Fill in the correct words/phrases from the list. Check in your dictionary.

- feel positive • fit • sleep

(A)

I play basketball after school two days a week and I often go cycling at weekends. I also walk to school every day.

Exercise makes me

- 1) ..... about myself and keeps me  
2) ..... After doing lots of exercise, I always get a really good night's 3) .....

Lisa, 14



- overweight • balanced • physical

(B)



I now eat plenty of fresh fruit and vegetables and do some 4) ..... activity every day. Last year, I was 5) ....., and I didn't feel very confident about myself. Today I eat a more 6) ..... diet and I have

lost weight. Now I feel much better about myself.  
Megan, 13

- (C) • support • share • stressed

When you feel 7) ..... because you've got a lot of schoolwork to do, it's important to see your friends regularly. This always helps me do my best. It's great to 8) ..... my problems with someone. Everyone needs people to give them 9) ..... and advice about exams, bullies or anything else.

Aigul, 15



## Listening

## 8 **7.64** Listen to Neil talking about his lifestyle and answer the questions.

- How much sleep does Neil get every night?
- What exercise does he do after school?
- What does Neil eat?
- Who gives him support when he's stressed?

## Speaking

**7.56** Imagine you are an interviewer on a TV health show. Interview your partner about their lifestyle. Ask and answer the following questions. Then change roles.

- Do you have a healthy lifestyle? Why(not)?
- How much sleep do you get every night?
- What exercise do you do every week?
- Do you have a balanced diet? What do you eat?
- What makes you feel stressed?
- Who gives you support?

## Writing

## 10 **7.W6** Use your answers in Ex. 9 to complete the text about your lifestyle. Read it to the class. Use text A in Ex. 7 as a model.

I ... a healthy lifestyle. I get around ... hours of sleep a night. I do ... of exercise every week. I play ... and I ... I ... a balanced diet. I feel ...

## Use of English 8b

### • Zero conditional

- 1** **7.UE16** Read the theory. Say the examples in your language. Find an example in the text on p. 88.

**Form:** *If/when* + present simple → present simple

*If/When you eat well, you have the energy to exercise.*

**Use:** We use the zero conditional for general truths or laws of nature.

**Note:** We start the conditional clause with *if*. When the *if*-clause comes before the main clause, we separate the two clauses with a comma.

**Compare:** *If you eat a lot, you put on weight.*  
*You put on weight if you eat a lot.*

- 2** Write zero conditional sentences, as in the example.

- 1 you/not water plants → they/die  
*If/When you don't water plants, they die.*
- 2 you/mix blue and red → you/get purple
- 3 I/not sleep well → I/feel tired
- 4 people/eat too much → they get fat
- 5 you/freeze water → it/turn to ice
- 6 You/heat ice → it/melt

### • First conditional

- 3** Read the theory. Find examples in the text on p. 88. Are there similar structures in your language?

**Form:** *if* + present simple → *will* + bare infinitive

*If we play well, we'll win the match.*

*Amir won't go out if it rains.*

**Use:** We use the first conditional to talk about a possible event in the present or future.

- 4** Write first conditional sentences, as in the example.

- 1 it/rain → I/not go for a run  
*If it rains, I won't go for a run.*
- 2 he/exercise more → he/lose weight
- 3 I/feel thirsty → I/buy a bottle of water
- 4 you/eat too much junk food → you/get ill
- 5 she/avoid fizzy drinks → she/be fit and healthy
- 6 I/have some free time → I/take up a hobby

- 5** Make complete questions, then answer them, as in the example.

- 1 What/you do/you get a headache?  
*A: What will you do if you get a headache?*  
*B: If I get a headache, I'll take an aspirin.*
- 2 What/you do/you get stressed?
- 3 What/you do/your cold gets worse?
- 4 What/you do/you feel tired?
- 5 Where/you go/it is sunny on Sunday?

### • Second conditional

- 6** Read the theory. Say the examples in your language.

**Form:** *if* + past simple → *would* + bare infinitive

*If I had enough money, I would buy an exercise bike.*

*If I were you, I would get a good night's sleep.*

**Use:** We use the second conditional to talk about an imaginary situation in the present/future or to give advice.

- 7** Put the verbs in brackets into the correct tense. Check with your partner.

- 1 If I had enough time, I ..... (join) a gym.
- 2 If I ..... (eat) less, I'd be healthier.
- 3 I'd try to run a marathon if I ..... (be) a lot fitter.
- 4 If I ..... (be) you, I'd see a doctor.
- 5 If it ..... (be) warmer, we'd sit in the garden.
- 6 If I ..... (have) some oranges, I'd make orange juice.

## Use of English 8b

## 8 Ask and answer questions, as in the example.

- 1 you/have a cold? (stay at home)  
A: *What would you do if you had a cold?*  
B: *If I had a cold, I would stay at home.*
- 2 you/hurt your leg? (put ice on it)
- 3 you/put on weight? (go on a diet)
- 4 you/feel ill? (see a doctor)
- 5 you/want to get fit? (take up a sport)

- Modals (*must/have to/need to/might*)

9 **7.U.13** Read the theory. Are there similar structures in your language? Find examples in the text on p. 88.

## Modal verbs:

- do not take **-s**, **-ing** or **-ed** suffixes.
- are followed by the bare infinitive.
- come before the subject in questions and are followed by **not** in the negative. *Should I work out more often? No, you shouldn't.*

We use **must/mustn't** to:

- express subjective obligation and duty: *You must listen to your doctor.* (You are obliged to. It's your duty.)
- express very strong advice: *You must change your diet.* (I strongly advise you to ...)
- express prohibition: *You mustn't run on the grass.* (It is against the rules/law.)

We use **have to/don't have to** to:

- express objective obligations: *Lina has to wear a uniform at work.* (She is obliged to; it's the rule)
- express necessity: *Kate broke her arm and has to go to the hospital.* (It's necessary.)

We use **need to/don't need to** to express necessity. *I need to exercise more.* (I think it is necessary. It is a good idea.)

We use **might** for possibility in the present or the future: *You might enjoy ice skating.* (It is possible.)

10 **7.U.13** Choose the correct modal.

- 1 A: I'm going shopping later.  
B: I'll come too. I **might/need to** buy some new trainers.
- 2 A: Are you on a diet?  
B: Yes, I really **must/don't have to** eat more fruit.
- 3 A: Did you see the weather report?  
B: They say it **might/must** rain later.
- 4 A: The exercise class starts at seven.  
B: We **don't have to/mustn't** be late.
- 5 A: You **mustn't/don't have to** buy tickets. Entrance is free.  
B: Really?
- 6 A: You **don't need to/mustn't** enter this room. Didn't you see the sign?  
B: No, I'm sorry.

11 **7.U.13** Complete the dialogue with: *must, mustn't, have to, don't have to, don't need to, might*. Give reasons for your choices.

- A: Hi, John. What are you doing here?  
B: I want to sign up for an exercise class. My doctor says I 1) ..... lose some weight.  
A: You 2) ..... lose a lot. You should try the aerobics class that I teach.  
B: I know I 3) ..... do some exercise, but perhaps your aerobics class is too much for beginners like me.  
A: You 4) ..... give up so easily, John. Try one lesson. You 5) ..... carry on if you don't like it.  
B: Mmm, I'm not sure.  
A: You never know! You 6) .....

## 12 Complete the sentences about you.

- 1 If I had enough money, I .....
- 2 I must .....
- 3 I don't have to .....
- 4 I need to .....

## Skills 8c

### Check these words

- nutrient • carbohydrate
- store • muscle • fuel
- protein • repair
- in good shape
- dehydrated • sugary drink

1 **7.C.10** Look at the *eatwell plate*. Name the foods/drinks on it. Which of them do you eat/drink most often?

2 **7.L.6** Which foods/drinks give us a lot of energy? Which ones keep our muscles strong?

🔊 Listen and read to find out.

## Food for Sport



### The eatwell plate

Doing sports and physical activities is a great way to keep fit. It is also important to eat a healthy, balanced diet to provide your body with all the nutrients it needs.

### Eating for Sport

- We all need energy. Foods with carbohydrate such as bread, rice, pasta and potatoes are an excellent source of energy. When you eat food containing carbohydrate, your body stores the carbohydrate in your muscles. The muscles use carbohydrate as their fuel. The more you exercise, the more carbohydrate you need.
- Foods with protein such as meat, fish, and milk are also a good source of energy. They also help your muscles grow and repair themselves. Athletes eat a diet high in protein to keep their muscles and bones strong and in good shape.

### Drinking for Sport

When doing sports it is important to drink enough or else you get dehydrated. Avoid sugary drinks. Water is the best drink for those who exercise. Remember to:

- drink a lot of water before you start exercising.
- have a drink available during exercise.
- drink plenty of water when you have finished.



- 1 fruit & vegetables
- 2 starchy foods
- 3 dairy products

- 4 food & drinks high in fat and/or sugar
- 5 meat, fish, eggs, etc.

## DID YOU KNOW?

Drink at least 6-8 glasses of water every day whether you exercise or not.

3 **7.B.9** Read the text and mark the sentences **T** (true), **F** (false) or **DS** (doesn't say). Correct the false statements.

- 1 Sports help you stay fit and healthy.
- 2 Certain sports require certain foods.
- 3 Sugar and bread strengthen an athlete's muscles.
- 4 Eating meat helps an athlete to have energy.
- 5 An athlete mustn't drink any water during exercise.
- 6 Drinks that contain sugar can destroy your teeth.

## Listening



- 4 a) **7.15** Listen to Paul, a professional swimmer, and complete his daily menu with the words below.

• egg • tomatoes • chicken • beef • bananas • potatoes • pasta  
• cheese • sugar • yoghurt • pizza • apples

## Breakfast

Three 1) ..... sandwiches with  
2) .....  
One bowl of 3) ..... topped with strawberries and  
4) .....  
Four slices of bread topped with 5) .....; one glass of orange juice.

## Lunch

One plate of  
6) ..... with tomato sauce;  
Two 7) ..... burgers with cheese, lettuce and  
8) .....  
Two bottles of a sports drink.

## Dinner

Five pieces of roast  
9) .....; two baked  
10) .....  
Seven slices of cheese  
11) .....; two  
12) .....

- b) **7.57** Now, tell the class what Paul eats every day.

For breakfast, Paul eats ... . Then, at lunch, he has ... . Finally, he eats ... for dinner.

## Speaking &amp; Writing

- 5 **7.C1** Answer the questions. Find someone in the class with the same tastes.

How often do you ...

	Every day	Often	Sometimes	Never
1 eat out?				
2 eat homemade food?				
3 eat junk food like burgers?				
4 drink fizzy drinks?				
5 drink water?				
6 order a takeaway?				
7 eat snacks between meals?				
8 eat fruit?				

- 6 **7.C2** What do you have for breakfast, lunch, dinner? as a snack? Tell your partner.

- 7 **7.W7** **Portfolio** Design your own healthy daily menu. Present it to the class.

# Everyday English 8d

## Asking for advice

- Could you give me some advice?
- What's your advice?
- What should/can I do?
- What do you think I should do?
- How about ... + -ing?

## Giving advice

- If I were you, I'd ...
- Why don't you ...?
- You should/must ...
- It's a good idea to ...



## Check these words

- coach = improve
- level of fitness = run
- make sure = fizzy drinks
- advice

## • Asking for/Giving advice

### 1 Listen and repeat.

- What's wrong, Rita? • What should I do?
- Why don't you run around the park?
- That's a good idea.

### 2 7.18 The sentences above are from a dialogue between two friends. What is the dialogue about?

#### Listen, read and check.

Diana: What's wrong, Rita?

Rita: I want to play in the school basketball team, but the coach says I have to improve my level of fitness first. What should I do?

Diana: Why don't you run around the park? I often go there.

Rita: That's a good idea.

Diana: You should also eat lots of fruit and vegetables and drink plenty of water. And make sure you avoid snacks and fizzy drinks. They're no good for you.

Rita: Thanks for the advice, Diana.

### 3 Read the dialogue again. What is Rita's problem? What is Diana's advice?

### 4 Find sentences in the dialogue which mean: *What's the matter?* – *Could you give me some advice?* – *Thank you so much.*

### 5 Take roles and read the dialogue aloud.

## Study

### Skills

#### Improving speaking skills

You can record yourself while doing a speaking activity. This means you can listen to your performance and improve your pronunciation and intonation.

### 6 7.C1 7.36 Act out a dialogue similar to the one in Ex. 2.

**Student A:** You want to lose some weight. Ask your friend for some advice.

**Student B:** Advise your friend (cut down on junk food, exercise, have a healthy diet.)

**Record yourselves.**



HOME

BLOG

PHOTOS



Username: \_\_\_\_\_

Password: \_\_\_\_\_

## Nature's helping hand



I've had a terrible cold this week, but Mum gave me a hot lemon and honey drink and that really helped. She says that manuka honey, from New Zealand bees, is one of the best natural remedies. It's great for lots of ailments because it helps kill bacteria. If you have it with milk before you go to bed, it helps you sleep. It's also a healthy energy boost and lots of athletes use it. The only problem is that it's rather expensive. What about you, readers? What kind of natural remedies have you got in your country?



Mason, 14, New Zealand, 15/06, 19:52

We use honey as a natural remedy in Kazakhstan as well, but we also have shubat. It's fermented camel milk and you can buy it at the supermarket. It contains lots of the vitamins and minerals that we need for an active lifestyle. It's good for poor circulation and can even help prevent diabetes. Some stores sell an ice cream that they make from shubat and horse milk. It's delicious and it's good for you! It's the perfect natural remedy.

Damir, 15, Kazakhstan, 17/06, 20:05

### Check these words

- helping hand = cold
- honey = ailment
- kill bacteria
- energy boost
- fermented
- vitamins + minerals
- poor circulation
- prevent diabetes

### natural remedy

/nætʃərəl 'remədi/  
(phr) a way of curing an illness using a substance found in nature

### DID YOU KNOW?

Honey is a food that almost never goes off.

1 Read the dictionary entry. What natural remedies do you know?

2 The words/phrases below come from the text. What is the text about?

- had a cold • kill bacteria • energy • vitamins • minerals
- good for poor circulation • prevent diabetes

3 Listen and read to find out.

3.83 Read the statements and decide which natural remedy they are about. Write M (manuka honey) or S (shubat).

This natural remedy ...

- |  |   |
|--|---|
| 1 can help you relax at night. ....    | 3 might cost a lot of money. ....         |
| 2 can also be a delightful sweet. .... | 4 can stop people getting a disease. .... |

4 7.87    Collect information about natural remedies in your country. Think about: name – what it is good for. Use the information to make a poster and display it in the classroom.



## Across the Curriculum 8f

PSHE

bully /'bʊli/ (v) to use power to hurt or frighten sb

- 1 **7.C.10** Read the dictionary entry. What is bullying? Which of the following could be kinds of bullying? *call sb names, make fun of sb's appearance, write nasty things about sb, steal sb's money, tell lies about people, borrow things from people and keep them forever, force people to do things they don't want to, hit people.*

- 2 **7.C.10** Listen and read the poem. How does Chloe feel about bullies?



### BULLIES

by Chloe Winn

Bullies in the playground,  
Bullies in the street,  
They'll punch you in the stomach,  
They'll stamp on your feet,  
Don't let them feel BIG  
They're not the boss of you.  
Don't act like their slave  
Cause they can't tell you what to do!  
Stand up to your fears  
You're not the weak, meek petal  
You're the big, strong tree stem.



#### Check these words

- bully • punch
- stomach • stamp
- boss • slave • weak

- 3 a) **7.B.1** Which of these pieces of advice are in Chloe's poem?

- Speak up • Join an after-school club and make friends • Never be alone
- Ignore what the bullies say • Don't listen to the bullies
- Believe in yourself • Don't let the bullies win • Tell your parents

- b) **7.C.1** Use ideas from the poem and Ex. 3a to give advice about how to stop bullying. Use *should* or *shouldn't*.

*You should speak up.*

- 4 **7.C.10** **7.B.8** **7.B.9** **7.B.10** Collect information about bullying under the headings.

- What is bullying? • Who are bullies? • Why do they bully?
- Where does it happen? • What can you do?

Give a presentation to the class.

### Pronunciation /æ/, /ʌ/

- 5 **7.C.10** Copy the tables. Listen and repeat. Can you think of more words with these sounds?

/æ/		/ʌ/		/æ/		/ʌ/	
us		mud		cat			
as		mad		cut			

## Writing 8g

## • An email giving advice

## 1 Read the extract from Tara's email. What problem is she facing?

London's OK, but I miss all my friends in Dorset. At my new school my classmates make fun of my accent. I feel very embarrassed and unhappy and I don't want to go to school any more. What can I do?

## 2 a) Read the email and choose the correct missing phrases (A-E).

- |                                 |                    |                |
|---------------------------------|--------------------|----------------|
| A The best thing you can do     | C I'm really sorry | D You can also |
| B I really hope my advice helps | to hear            | E This way     |

## Check these words

- ignore • make fun of
- accent • school counsellor
- miss



Dear Tara,

1 that you are feeling unhappy at your new school. You were so excited about going to London. I want to help you.

2 is ignore them. 3 your classmates will get tired of making fun of you when they don't get a reaction and they will get used to your accent. 4 ask at school if there is a school counsellor. Sharing your feelings with someone at the school will help you feel better.

5 and you make some new friends soon. We all miss you here.

Write soon.

Love, Susie

## b) What is each paragraph about?

## Listening for ideas

## 3 7.14 Alex is upset because his parents won't allow him to go to a concert. Listen to him talking to Tom. What is Tom's advice?

## Writing (an email giving advice)

7.64 7.95 Portfolio Use the ideas from the dialogue in Ex. 3 to complete the email below, giving advice to Alex (100 words). Swap papers and evaluate your partner's piece of writing.

Dear Alex,

**Para 1:** express sympathy (*I'm really sorry ...* )

**Para 2:** your advice & expected results (*The best thing ... This way ... You can also ... That way ...* )

**Para 3:** express hope your advice helps; closing remarks (*I really hope ... Write and let me know.* )

Yours,

...

## Study

## Skills

## Proofreading

Check the text for Use of English and spelling mistakes. Then read the text carefully. Does it answer the task? Can you follow it easily? Is the style appropriate? Are there paragraphs?

# EDUTAINMENT 8



## VALUES

### Healthy lifestyles

- 1 a) Read the quotation. What does it mean? Do you agree or disagree? Why?

#### Quotation

*A healthy mind in a healthy body.*  
(Thales of Miletus)

- b) 7.57 Look at the list of activities below. Which do you do? How often? Tell your partner.

- play sport regularly
- get a good night's sleep
- spend time with family & friends
- share problems with family & friends
- eat fruit and vegetables
- avoid too much stress
- drink plenty of water
- have a hobby

- 2 Portfolio Create a poster of Dos/Don'ts for a healthy lifestyle.

- 3 Do the quiz. Mark the sentences T (true) or F (false).

## QUIZ

- 1 Adults need more sleep than teenagers. ....
- 2 Smartphone screens can stop you getting to sleep. ....
- 3 A balanced diet provides all the nutrients we need. ....
- 4 Meat, fish and eggs provide carbohydrates. ....
- 5 It is not a good idea to drink water after a workout. ....
- 6 Manuka honey comes from New Zealand. ....
- 7 Too much manuka honey will keep you awake. ....
- 8 Shubat is not good for people with diabetes. ....

- 4 Think Look at Module 8 and write a T/F quiz of your own.

- 5 Song: Read the title. What can the song be about?

Listen, read and check.



## Helping Hands



We all have our different problems  
And we need a helping hand  
We all need a friend to help us  
Who will care and understand  
If you help to protect others  
If you give to those in need  
If you care in times of trouble  
You will be a friend indeed

We must look out for each other  
It's the only thing to do  
When we see a friend in trouble  
We must help them to get through  
We all need friends to protect us  
Friends are good to have around  
If we look out for each other  
We can all stay safe and sound

When we see people with problems  
Who must fight to stay alive  
We must do our best to help them  
And make sure that they survive  
If we all protect each other  
If we all can be a friend  
We will build a better future  
And our troubles will all end

- 6 7.C10 Think How can we help others when they have problems? Tell the class.

# MODULE 9

## Clothes & Fashion

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: choosing clothes
- Writing article describing a person

#### Themes:

- Clothes, footwear, accessories
- Uniforms in the UK & Kazakhstan
- VALUES: Respect others

#### Language Focus:

- -ing form – (to)-infinitive • relatives
- determiners (all – other)
- some – any – no – every & compounds
- reported speech • said/told

### Vocabulary

#### • Clothes, Footwear & Accessories

- Listen and repeat.
  - Put the words under the correct heading.

CLOTHES    FOOTWEAR    ACCESSORIES

- What is each person wearing?

Sally is wearing ...

### Speaking

- 7.57 What do you usually wear: at home? at school? on special occasions? Tell your partner.

I usually wear jeans and a T-shirt at home.



▶ VIDEO

- Find the page numbers for
- a song about the weather
  - a fashion show
  - a gondolier

### Study Skills

#### Pair nouns

Pair nouns represent objects that have two parts (shoes, trousers, jeans, glasses, etc.). We use a plural verb after them. *My trousers are red.* However, you can use *pair of* before a pair noun. In this case you use a singular verb after it. *My favourite pair of shoes is blue.*

## Reading 9a

- 1 **7.17** Look at the two women in the pictures. What is strange about their clothes?

🔊 Listen and read to find out.

- 2 **7.82**  Read the text and complete sentences A-D. Then answer the questions (1-6).

✓ Check these words

- wrong • use • create
- attract • creations
- earn • take hours • fit
- squeeze • squeaky

## the balloon Fashion Show

▶ VIDEO

Do you think that balloons are only for children? Then you're wrong. Some people use them to create fashion.

The Balloon Couture Fashion Show in China attracts designers from all over the world. They make their special creations from hundreds of balloons – the same ones that clowns use at children's parties to make balloon animals.

They blow up the balloons using hand pumps and then twist them together to create their masterpieces. The winner of the show earns the title of 'Fashion Designer of the Year'.

Each creation takes hours and sometimes days to make. There are designs from evening dresses to children's clothes and even swimwear! Each set of clothes, whether it's a dress and a coat, a top and a skirt or a jacket and trousers, is one of a kind and only fits the model who wears it. It takes a while for the models to squeeze into their squeaky costumes, but once they're on, they feel lighter than air! The designs are original and really amazing, but remember – you can only wear them once.

- A The Balloon Couture Fashion Show takes place in .....
- B The designers who take part in it are from .....
- C The winner earns .....
- D The models wear the clothes only .....

- |   |  |
|---|--|
| 1 What is the Balloon Couture Fashion Show? | 4 How long does it take to make the clothes? |
| 2 What can you see there?                   | 5 What kinds of clothes do designers make?   |
| 3 How do the designers make the clothes?    | 6 What is special about these clothes?       |

- 3 **7.85**  What is the writer's opinion of this festival?

# Vocabulary 9a

## Listening

- 4 **7.15** Georgia and her friend Anna are at a clothes shop.  
 Listen to them and answer the questions.

- |                                 |                      |
|---------------------------------|----------------------|
| 1 Why are they there?           | 3 What does she buy? |
| 2 Who decides to buy something? | 4 How much is it?    |

## Speaking

- Expressing likes/dislikes

- 5 List the phrases under the headings.

- I love it. • I like it. • I don't really like it. • It's great.
- It's horrible. • It's OK. • It's fabulous.

-  **Positive**     **Negative**     **Neutral**

- Commenting on clothes

- 6 **7.55**  You are at a department store. Use the phrases in Ex. 5 and your own ideas to act out dialogues, as in the example.

- |  |                                     |
|--|-------------------------------------|
| A: Do you like this hat?               | B: What do you think of this dress? |
| B: It's OK. Do you like these sandals? | A: It's great!                      |
| A: No, I don't. They're horrible.      |                                     |

- 7 **7.56**  What makes this fashion show special? Tell your partner.

## Writing

- 8 Find pictures of your family and friends. Write a short description of each picture. Write:

- who the people are • where they are
- what the weather is like • what they are wearing/doing

- 9 **7.56**  Think of a strange fashion show to hold. Think about: when it will be held – where – special creations. Present your idea to the class.

**Smile**

That's a strange pair of gloves – one blue and the other green.



I don't like them either. And I've got another pair at home exactly like this.

## Use of English 9b

- Verbs + *-ing*/to-infinitive/  
infinitive without to

- 1 **7.U.E15** Read the table. Say the examples in your language.

**love, like, hate, don't mind + -ing form**  
*I like wearing jeans.*

**would love, would like, want + to-infinitive**  
*I'd love to come shopping with you.*

**can, could, should, may, might, must + infinitive without to**  
*She may be late for the fashion show.*

- 2 **7.U.E15** Put the verbs in brackets into the correct form.

- 1 Saule doesn't like ..... (walk) far in sandals.
- 2 You can ..... (pay) in cash or by card.
- 3 I want ..... (buy) a new pair of trainers.
- 4 You can ..... (borrow) my red dress for the party.
- 5 We would like ..... (try on) some of these winter coats.
- 6 Natalya loves ..... (read) about the latest fashions in magazines.

- 3 **7.U.E15** Complete the sentences about yourself.

- 1 I love .....
- 2 I hate .....
- 3 I don't mind .....
- 4 I'd love .....
- 5 I can .....
- 6 I should .....
- 7 I may .....

Tell your partner.

- Relatives (*who/which/where*)

- 4 **7.U.E17** Read the examples and complete the rules. Say the examples in your language.

*She is the woman who made my sister's wedding dress.  
The clothes shop is the place where he works.*

*I like clothes which are colourful.*

We use 1) ..... with people.

We use 2) ..... with things, animals or ideas.

We use 3) ..... with places.

- 5 **7.U.E17** Join the sentences. Use the relatives in brackets.

- 1 Nurlan is wearing a new suit. He bought it last Saturday. (**which**) .....
- 2 She is a friendly girl. She works in the shoe shop. (**who**) .....
- 3 This is the store. I ordered my purple jeans here. (**where**) .....
- 4 That's the man. He has a career as a fashion designer. (**who**) .....
- 5 That is the sports shop. You can buy really cheap trainers there. (**where**) .....
- 6 These are the boots. I wear them in winter. (**which**) .....
- 7 London Fashion Week has a famous fashion show. You can see lots of great designers there. (**where**) .....
- 8 Sezim bought a dress. It matches her new shoes. (**which**) .....

## Use of English 9b

6 **7.UE17** Make sentences about the following. Use *who*, *where* or *which*.

- sandals • department store • designer
- shoe shop • gloves

*Sandals are shoes which we usually wear in the summer.*

• **Determiners (all – other(s))**7 **7.UE4** Read the theory.

We use **all** to refer to **more than two** people/things. It has a positive meaning.

*They are all students at the fashion school.*

*All of the clothes are half-price.*

We use **other** to show **difference**.

*There are other shops we can visit.*

It can come after **some**, **any** or **no**.

*Do you have any other suits?*

*They've got some other boots at the back of the shop.*

*I'm afraid there are no other shoes in your size.*

We can use **others** to talk about something that has already been mentioned.

*I don't like this top. Are there others on sale?*

8 **7.UE4** Fill in *all* or *other(s)*.

- 1 I like ..... the bags in the shop. I can't decide which one to buy!
- 2 These jeans are a bit big. Have you got any .....
- 3 She bought ..... her school clothes from a designer shop.
- 4 If you don't like what's on display, we've got some ..... jumpers in the store room.
- 5 I'm sorry, we only take cash. There's no ..... way to pay.

• **some – any – every – no & compounds**9 **7.UE6** Read the theory.

We use:

- **someone/anyone/everyone/no one** to talk about people. *There's someone in the shop.*
- **something/anything/everything/nothing** to talk about things. *We got nothing to wear to the party.*
- **somewhere/anywhere/everywhere/nowhere** to talk about places. *She looked everywhere but she didn't find her sandals.*

We use **some** in affirmative sentences and **any** in negative and interrogative sentences. **Some** can be used in the interrogative in requests.

*Can I have some help, please?*

10 **7.UE6** Complete the exchanges with *some*, *any*, *every*, *no* and their compounds.

- 1 A: I don't know ..... who goes shopping at Clara's Accessories now.  
B: I know. .... in there is so expensive these days!
- 2 A: Hello! Is there ..... I can do for you?  
B: Yes. I'm looking for a new jacket. Have you got ..... black ones?
- 3 A: Are you going to buy ..... today?  
B: No, there's ..... nice on sale. Let's go for lunch.
- 4 A: Have you got ..... gloves I can borrow? It's freezing outside!  
B: Sure. I've got a blue pair ..... that matches your coat. Let me see if I can find them.
- 5 A: I want those new trainers. .... in my class has got a pair!  
B: Really? I haven't seen ..... wearing them around town.

## Skills 9c



# Uniforms

## the world

People all around the world wear uniforms. Some uniforms help us spot people who can help us, others protect us while we work, and others show we work together or belong to the same team.



### The Foot Guards

Think of London and the first thing that comes to mind is Buckingham Palace and the Foot Guards. Their job is to guard the Queen and Buckingham Palace. They have a very special uniform, which is famous all over the world. Every year, millions of tourists come to London just to see these guards standing outside the palace. The Foot Guards wear black trousers, a bright red jacket and a tall black hat. You can't miss them.



### The National Guard of Kazakhstan

In Astana and Almaty, you can see the National Guard of Kazakhstan. They guard the president and keep him safe. On ordinary days, the soldiers in the National Guard wear dark blue uniforms with a dark blue cap, but on special occasions they have different clothes. For celebrations, they dress up in a blue and yellow uniform with a hat and boots. Officers wear a white jacket. They all look very smart – and they are all tall! You have to be at least 178 cm tall to be a soldier in the National Guard.

### Gondoliers

What represents Venice best is the long black gondolas that float up and down the canals with their tall good-looking gondoliers in their famous uniform. Gondoliers wear blue or black trousers and a shirt with blue and white stripes. They also wear a straw hat with short red ribbons. When it's cold in winter, they sometimes wear a jumper with blue and white stripes and a dark blue beret. They look really handsome in their uniform.



#### Check these words

- uniform • spot • protect
- guard • comes to mind
- palace • soldier • gondola
- float • canals • stripes
- straw hat • ribbons
- beret • handsome

- 1 Look at the pictures. Which man is wearing: a white jacket? black trousers? a shirt with blue and white stripes? a bright red jacket? a black hat? a straw hat with short red ribbons? a dark blue cap?

## Reading

- 2 a) 7.48 What do these people do?  
... Listen, read and check.
- b) 7.85 Read again. Who: *The Foot Guards (A)*, *The National Guard of Kazakhstan (B)* or *Gondoliers (C)* ...

- 1 protect the Head of State? .....
- 2 are popular among tourists? .....
- 3 wear a different uniform during special events? .....
- 4 wear different clothes in winter? .....
- 5 need to be above a certain height? .....
- 6 work on the water? .....

- 3 Look at the pictures. Describe each person's uniform.

- 4    Think of some people who wear uniforms (e.g. school students, police officers, etc). Why do they wear uniforms? Say and/or write sentences. Tell the class.

Some people wear uniforms because uniforms protect them while they work.  
Others ...

### Listening

- 5   Listen to Laura talking to Adam about her mum's new job. For questions 1-5, choose the correct answer A, B or C.

- Laura's mum is
  - a police officer.
  - a secondary school teacher.
  - an army officer.
- At work, Laura's mum wears
  - a blue uniform with a white shirt and a cap.
  - a black uniform and hat.
  - a black uniform with a white shirt and a hat.
- Laura's mum wears a yellow jacket because
  - it's a special uniform for police celebrations.
  - it's her everyday uniform.
  - it helps people to see her.
- Laura's mum finds out that a crime has happened when
  - her partner tells her.
  - she hears about it on her police radio.
  - she gets a phone call from the police station.
- During important ceremonies, Laura's mum
  - wears a different hat.
  - rides a horse.
  - wears special clothes.

### Speaking

- 6    In pairs ask and answer comprehension questions based on the text.

- A: Where can you see *The Foot Guards*?  
B: In London. What do they do? etc

### Writing

- 7    **Portfolio** Collect information, then write a short paragraph about people in your country or other countries who wear a traditional uniform. Write: what they do – where you can see them – what they wear. Stick on a picture. Present the people to the class. You can create a poster if you like.

## Use of English 9d

### • Reported statements

#### 1 Read the examples and the rules.

**Direct speech:** "I **love** my new hat,"  
Gulnara said.

**Reported speech:**  
Gulnara said that she **loved** her new hat.



- **Direct speech** is the exact words someone said. We use quotation marks.
- **Reported speech** is what someone said but not his/her exact words. We don't use quotation marks.

#### 2 Read the theory. How do tenses change in reported speech?

Direct speech	Reported speech
<b>Present simple</b> → <b>Past simple</b> "I <b>like</b> trendy clothes," he said. He said (that) he <b>liked</b> trendy clothes.	
<b>Present continuous</b> → <b>Past continuous</b> "I'm <b>going</b> out," she said. She said (that) she <b>was going</b> out.	
<b>Present modal</b> → <b>Past modal</b> "I <b>can't</b> do it," he said. He said (that) he <b>couldn't</b> do it.	
<b>will</b> → <b>would</b> "I <b>will</b> buy it," he said. He said (that) he <b>would</b> buy it.	

In **reported speech**, personal/possessive pronouns and possessive adjectives change according to the meaning.

"I'm going shopping with **my** best friend," he said. – He said that **he** was shopping with **his** best friend.

When the **reporting verbs** are in the present tense, the tenses in **reported speech** are the same as in direct speech.

"I'm **tired**," he says. – He **says** he's **tired**.

**Certain words and time expressions** change as follows:

now → then, today → that day, yesterday → the day before,  
here → there, tomorrow → the next day, this week → that week,  
next week → the week after, this → that, here → there, come → go  
"She's **here now**," he said. – He said that she was **there then**.

#### 3 Choose the correct word.

- "I'm wearing trainers today,"  
Berik said.  
Berik said that he **was** wearing trainers **this/that** day.
- "I'll come tomorrow," she said.  
She said she/her would come **the next day/that day**.
- "Ulan is happy," she says.  
She **says** that Ulan was/is happy.
- "We're going to a fashion show next week," they said.  
They said that **them/they** were going to a fashion show **the week before/after**.
- "I can't do it now," Dana said.  
Dana said that her/she couldn't do it **then/now**.

#### 4 Rewrite the sentences in reported speech.

- "I'm going out tonight," he said. He said **he was going out that night**.
- "We can go shopping tomorrow," they said. They said that .....
- "She makes beautiful clothes," he said. He said that .....
- "He isn't coming today," she said. She said that .....
- "I'll tell you next week," he said. He said that .....
- "He is here," she said. She said that .....
- "The show is tomorrow," he said. He said that .....
- "We can't buy anything," they said. They said that .....

## Use of English 9d

## 5 Punctuate the sentences.

- 1 Aizhan said I can't wear this to the party.  
*Aizhan said, "I can't wear this to the party."*
- 2 Aizhan said I don't have any money.
- 3 Aizhan said There's a sale on at the department store.
- 4 They said We are leaving tomorrow.
- 5 They said We don't wear a uniform to school.

• **said/told**

## 6 Read the theory. Say the examples in your language.

- We use **said** without a personal object.  
*Sezim said she liked fashion.*
- We use **told or said to** with a personal object.  
*Sezim told Aslan she liked fashion.*  
*Sezim said to Aslan that she liked fashion.*

7 Fill in **said** or **told**.

- 1 She ..... she was making a skirt.
- 2 They ..... us they couldn't help us.
- 3 Bulat ..... to me that he wanted to see Anara.
- 4 They ..... they were meeting us after school.
- 5 She ..... him she was studying fashion.

## 8 Rewrite the dialogue in reported speech.

**Temir:** I'm thinking of buying some new T-shirts this week. I need some white ones for my new school.

**Bebigul:** Well, you can get some half-price at the department store.

**Temir:** I'll go with my mum tomorrow.

*Temir said he was thinking ...*

## • Reported questions, commands/requests

## 9 Read the examples. How do we report: yes/no questions; wh-questions? commands/requests? What reporting verbs do we use?

Direct speech	Reported speech
<b>Questions</b>	
"Is Kanot back?" he said.	He asked <b>if/whether</b> Kanot was back.
"Who's she?" he said.	He asked <b>who</b> she was.
<b>Commands/Requests</b>	
"Get out!" he said to me.	He <b>told me to get out</b> .
"Don't touch that," he said.	He <b>told me not to touch that</b> .
"Please help me!" he said.	He <b>asked me to help him</b> .

## 10 Report the sentences.

- 1 "Who is this hat for?" she said.  
*She asked who that hat was for.*
- 2 "Who is the manager of the shop?" he said.
- 3 "Can I borrow this jacket?" he said.
- 4 "Don't lose my gloves," he said.
- 5 "Wash your own clothes, please," he said.
- 6 "Where's Nurlan's cap?" he said.

## 11 Rewrite Aiman's telephone conversation with Nurasy1 in direct speech.

Aiman said that she was going shopping, and asked him if he would like to go with her. Nurasy1 told her he was studying for his Maths exam. She said she could help him if he wanted. He told her that that was very nice of her.

*Aiman: I'm going ...*

## 12 Say sentences. Your partner reports them to another pair.

*"I like wearing jeans."*

*John said he liked wearing jeans.*

# Everyday English 9e



## Talking about clothes (Complimenting)

### 1 Listen and repeat.

- You look great in that polo-neck.
- It matches the colour of your eyes.
- They fit you perfectly.
- Your dress really suits you.

### 2 **7.14** The sentences in Ex. 1 are from a dialogue between two friends. What is the dialogue about? Who bought Rita the clothes? Why?

#### Listen, read and check.

Mary: You look great in that polo-neck, Rita. It matches the colour of your eyes.

Rita: Thank you, Mary.

Mary: It really suits you. Is it new?

Rita: Yes, it is. It's a birthday present from my aunt. She also got me these jeans.

Mary: Wow! They fit you perfectly! Your aunt has got great taste in clothes.

Rita: That's nice of you, Mary. You look good, too. Your dress really suits you.

Mary: Really? Thanks!

### 3 Find sentences in the dialogue which mean: *That polo-neck looks good on you.* – *They are the right size for you.* – *It really looks nice on you.* – *Your aunt knows what clothes to buy.*

### 4 Say the sentences in Ex. 1 in your language.

### 5 Listen to the dialogue again. Take roles and read it out.

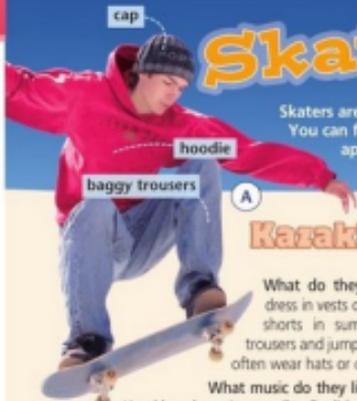
### 6 a) In one minute write as many words as possible under the headings: **CLOTHES – ACCESSORIES – FOOTWEAR**. Compare with your partner. Complete the Complimenting box.

### b) **7.C1** **7.S2** Your aunt has bought you some new clothes for your birthday. Your friend compliments you on them. Use the sentences in Ex. 1 and the ones in the Complimenting box to act out your dialogue. You can use the dialogue in Ex. 2 as a model.

## Complimenting

Fill in: go with, fit, suit, matches.

- Your jumper ..... your skirt nicely.
- Those jeans ..... you perfectly. They are just the right size.
- Those shoes ..... your dress.
- Those sunglasses really ..... you. They look great on you.



cap

hoodie

baggy trousers

A

## Kazakhstan

**What do they look like?** They dress in vests or T-shirts and long shorts in summer, and baggy trousers and jumpers in winter. They often wear hats or caps.

**What music do they listen to?** They like Kazakh rock music, as well as English-language rock and nu metal bands such as Blink 182 and Limp Bizkit.

**Where do they hang out?** Skaters gather in skate parks, or anywhere where there is space to skate. They sometimes make videos of each other performing impressive tricks and post them on social media.

**What do they believe in?** Be yourself and enjoy today!

B

## United Kingdom

**What do they look like?** They like wearing baggy jeans or trousers and hooded tops, but good trainers are the most important part of their wardrobe. They also love labels and brand names and, of course, you rarely see them without their skateboards!

**What music do they listen to?** Rock music like Blink 182 and Green Day.

**What do they do in their free time?** Besides skateboarding, they like playing computer games and hanging out with other skaters.

**What do they believe in?** Never give up! Keep trying until you succeed.



cap

T-shirt

shorts

socks

trainers

### Check these words

- baggy • sole • lace
- nu metal • gather
- perform • post them on
- hooded top • wardrobe
- label • brand name
- hang out • give up
- succeed

### 1 Describe the teenagers in the pictures.

The teenager in picture A is wearing a cap, a hoodie, ...

### 2 What do you think these teenagers like?

**Think about:** music – clothes – free time activities.

**Listen and read to find out.**

### 3 Read the statements and mark them as T (true), F (false) or DS (doesn't say).

- |   |   |
|---|---|
| <p>1 Skaters in the UK aren't interested in clothes – only shoes.</p> <p>2 Skaters in the UK only have other skaters as friends.</p> <p>3 Skaters in the UK have a positive attitude.</p> | <p>4 Skaters in Kazakhstan spend more on their clothes than skaters in the UK.</p> <p>5 Kazakh skaters and UK skaters listen to some of the same music.</p> |
|---|---|

### 4 What do teens in your school like? Write a short text about them. Include: what they like to wear – what kind of music they like – what they do in their free time – any other interesting information, e.g. their attitudes/what they believe. Pay attention to punctuation. Read your paragraph to the class.



## Across the Curriculum 9g

PSHE

**self-respect**  
(/self 'rɛspɛkt/ (n)  
a feeling of  
confidence and  
pride in your  
own worth

- 1 **7.C1** Read the dictionary definition. Why do you think it's important to have self-respect? Think about: your relationships – your schoolwork – your mood.
- 2 **7.C5** Complete the quiz and compare your results with your partner.  **VIDEO**

### Quiz

## DO YOU RESPECT YOURSELF?

Self-respect affects every area of your life. If you don't like yourself, it's difficult to be nice to others, to do your best at school and to be a cheerful and confident person. You can increase your self-respect by avoiding things that make you feel uncomfortable and putting right what you do wrong. So, how much self-respect do you have? Do the quiz to find out!

- |   | A<br>NEVER<br>OR<br>HARDLY<br>EVER | B<br>SOMETIMES | C<br>OFTEN<br>OR<br>ALWAYS |
|---|------------------------------------|----------------|----------------------------|
| 1 I do my best at school.   |                                    |                |                            |
| 2 When I'm finding something difficult (e.g. my Maths homework!), I don't give up. I keep trying. |                                    |                |                            |
| 3 When my friends ask me to do something I don't agree with, I say no.                            |                                    |                |                            |
| 4 I believe it is more important to be beautiful on the inside than the outside.                  |                                    |                |                            |
| 5 When I make a mistake, I admit it and say I'm sorry.  |                                    |                |                            |
| 6 I respect other people's property, beliefs and opinions.  |                                    |                |                            |
| 7 I see myself as a winner not a loser.   |                                    |                |                            |
| 8 I am happy with my physical appearance and clothes.   |                                    |                |                            |
| 9 I don't compare my looks with other people's.   |                                    |                |                            |
| 10 I never tease my classmates.   |                                    |                |                            |

**Mostly As:**

Oh dear! You don't have a lot of self-respect! Learn to love yourself more and make more effort. Remember, you're unique and you're great!

**Mostly Bs:**

Sometimes you disappoint yourself. Make some small changes in your life.

**Mostly Cs:**

You know that you are a special person and your behaviour and character shows it! Good for you!

**Remember! How you behave is your choice!**

### Check these words

- affect = cheerfulness
- confident = increase
- put right = admit
- belief = opinion
- winner = loser = tease

- 3 **7.C6** **7.C9**    **Imagine you are a youth worker giving a talk about self-respect to some teenagers. Collect information under the headings.**

- what self-respect is
  - why it's important
  - ways to respect yourself
- Prepare, then give your talk to the class.**

## Study

## Skills

## Topic sentences

Start the main body paragraphs with a topic sentence. A topic sentence introduces the main idea of a paragraph. This helps the reader follow your piece of writing.

A



B



- An article describing a person

### 1 Complete the article with the topic sentences. One sentence does not match. Which girl is the article about?

- A Aizhan loves the outdoors and does a lot of sports.  
 B My best friend lives near my house.  
 C Aizhan is quite pretty and a nice person.



My best friend is Aizhan. We first met about six years ago at school when she moved to town. Now we hang out together almost every day.

**1** She is tall and slim and has got long straight black hair and beautiful brown eyes. She's got great taste in clothes and almost always dresses in casual clothes. She is very popular at school. She is also very kind and polite. She is friendly and never says a bad word about

anyone. She has a great sense of humour and makes me laugh a lot. Sometimes she can be a bit sensitive though.

**2** She plays in the school basketball team and goes scuba diving at weekends. She also goes jogging every afternoon.

All in all, I think that Aizhan is a wonderful person. We always have great fun together and I am delighted to have her as a friend.

### 2 [7.U2] What adjectives does the author use to describe Aizhan's character? What justifications does she use?

### 3 [7.W5] Rewrite the sentences using the linkers in brackets.

- |   |   |
|---|---|
| <p>1 He has brown hair. He's got freckles. (and)<br/> <i>He has brown hair and freckles.</i></p> <p>2 She's tall. She's very thin. (as well)</p> <p>3 He's cheerful. He's outgoing. (too)</p> | <p>4 She's clever. She can be bossy at times. (however)</p> <p>5 They are usually generous. They can be selfish at times. (but)</p> |
|---|---|

### 4 Think of your best friend and answer the questions.

- |  |  |
|--|--|
| <p>1 How old is he/she?</p> <p>2 What does he/she look like?</p> | <p>3 What is he/she like? Give reasons/examples.</p> <p>4 How do you feel about him/her?</p> |
|--|--|

## Writing (an article describing a person)

[7.W1]

[7.W5]

[7.W5]



Portfolio

Write an article about your best friend for an international school magazine (60-100 words). Use the plan.

Para 1: write the person's name & how you met each other (*My best friend is ... We first met ...*)

Para 2: describe the person's appearance, clothes & character giving justifications (*... is ... and ... with ... is very ... is also ...*)

Para 3: describe the person's hobbies and interests (*... plays ... likes ...*)

Para 4: your feelings (*All in all, I think ... is ...*)

## Study

## Skills

## Linkers

Use a variety of linkers (*and, with, but, also, however, though*) to make your piece of writing more interesting. To join similar ideas use *and, as well, too, He's friendly and polite*. To join opposing ideas use *but, however, On the other hand, He's helpful but he can be lazy at times*.

## EDUTAINMENT 9



## VALUES

## Respect others

## 1 Use the verbs to complete the sentences.

- force • listen • remember • make
- insult • respect • talk • hurt
- judge • learn

## Never ...

- 1 ..... people or make fun of them.
- 2 ..... about others behind their back.
- 3 ..... people to do what they don't want to do.
- 4 ..... other people's feelings.
- 5 ..... people based on their looks or clothes.

## Always ...

- 6 ..... to others when they speak.
- 7 ..... other people's opinions even if you don't fully agree with them.
- 8 try to ..... from others' experiences.
- 9 ..... we are people from the same world.
- 10 recognise that we all ..... mistakes.

## 2 Do the quiz. Mark the sentences T (true) or F (false). Correct the false statements.

## QUIZ

- 1 The Balloon Couture Fashion Show is in China. ....
- 2 Balloon dresses are quick and easy to make. ....
- 3 The Foot Guards wear straw hats. ....
- 4 The National Guard look after the president of Kazakhstan. ....
- 5 Skaters like disco music. ....
- 6 Gondoliers work on the canals in Rome. ....

## 3



Look at Module 9 and prepare a T/F quiz of your own.

## 4

7 W8 Song: Listen and fill in the gaps with the correct word.



## Weather

The weather behaves in different ways

It can change from day to 1) d.....

Rain and 2) s.....

What's the weather 3) l..... with you?

On rainy days we all get wet

Take your umbrella – don't forget!

Wear a 4) c..... to keep you dry

Or if you can, just stay inside.

On snowy days the world is white

It really is a lovely sight

Put on 5) w..... clothes, then off you go

Have fun playing in the 6) s.....

On sunny days, the weather's 7) h.....

So wear the coolest clothes you've got

Play outside and enjoy the 8) s.....

Sunny days are lots of fun.

Which parts of the song best match each picture?

## Language Review 1

1a

## 1 Label the pictures.



1 .....



2 .....



3 .....



4 .....



5 .....

## 2 Fill in with: supported, concentration, beat, painful, talented, beating, tournament.

- Chess players need a lot of ..... to plan their moves.
- All fans ..... the national basketball team in the final game.
- They managed to ..... the other team.
- Amy is so ..... at photography, that she won her first prize last month.
- Paintball can be .....
- The FIFA World Cup is the most popular ..... in the world.
- Paintball is all about ..... the other team to win the flag and the game.

1c

## 3 Match the words.

- |   |              |   |            |
|---|--------------|---|------------|
| 1 | traditional  | a | sight      |
| 2 | breeding     | b | species    |
| 3 | noble        | c | identity   |
| 4 | breathtaking | d | sport      |
| 5 | sharp        | e | creature   |
| 6 | national     | f | claws      |
| 7 | endangered   | g | programmes |

1e

## 4 Fill in with: pastime, take, discipline, improve, physical, common, martial.

- ..... arts are popular in the UK.
- Every athlete knows that the key to success is ..... and hard work.
- Amy wants to ..... up a hobby.
- Jenny started taking dancing lessons to ..... her fitness level.
- Skateboarding is a popular ..... for teenagers in Kazakhstan.
- Kelly and I have a lot in .....; most of all, we both enjoy snowboarding.
- A healthy diet and lots of ..... exercise help you keep fit.

1f

## 5 Fill in with: feel like, healthy, potato, drinks, habits, junk, contain, plenty.

- |   |              |   |                   |
|---|--------------|---|-------------------|
| 1 | become ..... | 5 | ..... going out   |
| 2 | soft .....   | 6 | couch .....       |
| 3 | ..... fat    | 7 | ..... of exercise |
| 4 | ..... food   | 8 | change .....      |

## Prepositions

## 6 Choose the correct item.

- Teenagers like hanging over/out with friends.
- Many European countries take part on/in the UEFA Champions League football tournament.
- Staring at/on the computer screen for too long, is painful for your eyes.
- He competes to/with players from all over the world!
- He takes care in/of all the animals on the farm.
- Falconry is popular for/with young kazakhs.
- When is your favourite series on/in?
- We enjoy spending time with/in the fresh air.

## Language Review 2

2a

### 1 Match the words.

- |   |        |   |             |
|---|--------|---|-------------|
| 1 | space  | a | race        |
| 2 | desert | b | a message   |
| 3 | time   | c | exploration |
| 4 | solar  | d | island      |
| 5 | human  | e | system      |
| 6 | carry  | f | capsule     |

2c

### 2 Fill in with: documents, transform, bank account, run out of, groceries, researchers, contact.

- A team of ..... designed this new technology.
- Smart houses will ..... the way we live our lives.
- We've ..... milk – can you buy some more?
- Kairat hasn't got a lot of money left in his .....
- People use printers to print .....
- Rita went to the supermarket to buy some .....
- ..... the police in case someone tries to get into the house.

2e

### 3 Fill in: manners, take, eat, leave, finished.

- In my country it is rude to .....  
..... food on our plate.
- John behaves politely. He has got good .....
- In the UK, you don't have to .....  
off your shoes when you are visiting  
someone's home.
- In France it is not polite to .....  
with your hands.
- We ..... everything,  
down to the last grain of rice.

2f

### 4 Fill in: spread, industrial, powered, invented, twist, engines, conditions, housing, wages, standard.

- People built new machines in the .....  
Revolution in the 18th century.
- The news ..... very fast.
- In the 18th century, working .....  
were very hard.
- James Hargreaves ..... the spinning  
jenny to ..... thread for making cloth  
in 1764.
- In 1850, many poor English people lived in  
terrible overcrowded .....
- Workers in 18th-century factories received  
very low .....
- As work in the factories improved, people  
had a better ..... of living.
- Steam ..... needed coal to make  
steam. They ..... machines in factories.

### Prepositions

### 5 Choose the correct item.

- Voyager 1 and 2 went **on/in** a mission.
- Technology will change our lives in ways we can only dream **about/for**.
- The French Revolution began in France **in/at** the 18th century.
- Tom's mum works **at/in** a factory every day.
- People working in the coal mining industry fight for a better standard **on/of** living.
- Teenagers today spent most of their time **in/on** front of a screen.
- Click **at/on** the file you want a copy.
- They never eat **with/on** a knife and a fork.
- Flowers are a great gift **for/to** the host.
- We often chat **in/on** social media.

## Language Review 3

## 1 Label the pictures.



1 .....



2 .....



3 .....



4 .....



5 .....

## 2 Match the words.

1 memorable

2 feel

3 dense

4 win

5 travel

6 way

a alive

b abroad

c of life

d a competition

e experience

f rainforest

## 3c

## 3 Fill in with: take, traffic, train, missed, board, break, customs, endangered.

1 ..... the law

2 .....

species

3 ..... officer

4 ..... risks

5 ..... flights

6 ..... flight

7 ..... delays

8 ..... jam

## 3e

## 4 Fill in with: grab, display, argument, leaned, takes, breath, gallop, weird, crowd, training.

1 Cockroach racing ..... place every year on January 26th in Australia.

2 To win *Kumis alu*, you have to ..... a lot of handkerchiefs.

3 The man was riding his horse at full .....

- 4 She ..... down and kissed the little girl on the cheek.
- 5 A collection of animal specimens are on ..... at the museum today.
- 6 The ..... enjoyed the races very much.
- 7 My holiday in Bali took my ..... away.
- 8 Motocross riders receive special .....
- 9 Cockroach racing is a ..... sport.
- 10 The men didn't agree so they had a(n) .....

## 3f

## 5 Fill in: attraction, produce, evaporation, enclosed, connected, borders.

1 Sturgeons ..... caviar.

2 Oceans lose water every year through water .....

3 The Mediterranean Sea is ..... with the Atlantic Ocean.

4 The Mediterranean Sea ..... many countries like Greece and Italy.

5 The Grand Barrier Reef in Australia is an amazing natural .....

6 The Caspian Sea is the largest ..... body of water on Earth.

## Prepositions

## 6 Choose the correct item.

1 Last year in Kolsai Lakes I had the time of/on my life.

2 At/To the customs officer's surprise, there was a snake in the suitcase!

3 The police charged the woman of/with breaking the law.

4 Horse racing is popular in/at the United Kingdom.

5 I've never been in/to the Amazon.

6 Nothing can compare to/about seeing Almaty with your own eyes.

7 He was travelling by/in train.

## Language Review 4

4a

### 1 Complete the sentences. Use: threaten, face, damage, survive, preserve, worship.

- Visitors and traffic pollution ..... ancient sites such as Stonehenge.
- In the past, people used to ..... the sun at Stonehenge.
- A lot of animals ..... extinction nowadays.
- The effects of global warming ..... our national monuments.
- Conservationists are working hard to ..... ancient sites.
- We need to act now if our historical sites are to .....

### 2 Fill in with: air, melting, endangered, acid, national, car, global, energy, humid, busy.

- |                   |                 |
|-------------------|-----------------|
| 1 ..... waste     | 6 ..... symbol  |
| 2 ..... species   | 7 ..... roads   |
| 3 ..... pollution | 8 ..... parks   |
| 4 ..... ice       | 9 ..... warming |
| 5 ..... weather   | 10 ..... rain   |

4c

### 3 Match the words.

- |                |                |
|----------------|----------------|
| 1 strong       | a temperature  |
| 2 remote       | b hour         |
| 3 average      | c surface      |
| 4 rush         | d places       |
| 5 rocky        | e system       |
| 6 giant        | f attention to |
| 7 solar        | g winds        |
| 8 turned their | h leap         |

4e

### 4 Fill in with: mammals, survive, critically, extinction, threatens.

- The Bridled nail tailed wallabies face ..... because of over hunting.
- Dolphins and whales are ..... They give birth to babies.
- Overfishing ..... Baiji dolphins.
- We should help Baiji .....
- The Saiga antelope is ..... endangered.

4f

### 5 Choose the correct word.

- The ozone layer grows/surrounds the Earth.
- It stops the harmful rays from reaching/discovering the Earth.
- The ozone layer gives/allows the good rays to reach the Earth.
- Scientists destroyed/discovered the hole in the ozone layer in the 1980s.
- If we don't do something about it, plants and animals may become extinct/in danger.
- Temperatures will rise/grow.
- As the hole continues to destroy/grow, the planet is in danger.
- Scientists are trying to find/realise ways to fix the problem.

### Prepositions

### 6 Choose the correct item.

- The Baiji dolphin is in/at danger of extinction.
- Man is responsible of/far most environmental problems.
- Rovers send valuable information at/to Earth.
- Scientists are interested in/on space exploration.
- Water pollution is harmful of/to sea life.
- They hope to find a solution in/to the problem of traffic pollution.

## Language Review 5

5a

- 1 Match the words. Then use five of them to complete the sentences.

1	solve	a	helplessly
2	classic	b	guard
3	ruined	c	the silence
4	broke	d	my plans
5	stand	e	crimes
6	stare	f	black
7	coal-	g	adventure

- Detectives are people who .....
- Natalya has wonderful ..... hair.
- The *Jungle Book* is a ..... by Rudyard Kipling.
- The heavy rain and the dense, white fog ..... so I stayed in.
- A dreadful sound ..... in the huge manor house.

5b

- 2 Fill in with: *vanished, forced, realized, Chamber, afraid, whispered, powerful, passage.*

- My favourite book is "*Harry Potter and the ..... of Secrets*".
- She ..... something to his ear and started crying.
- Ken is ..... of the dark.
- Dragons were ....., mythical creatures.
- Harry and Ron followed the dark ..... over the moor.
- The enormous creature ..... down a well. We never saw it again.
- She ..... there was heard in the manor house and ran away.
- They didn't like them so they ..... them to live underground.

5c

- 3 Match the words.

1	fall	a	old
2	grow	b	world
3	lost	c	and harmony
4	human	d	free
5	peace	e	a battle
6	set	f	terrible acts
7	fight	g	asleep
8	commit	h	his power

5d

- 4 Fill in with: *message, struck, supposed, set, slammed, felt, failed, hesitate.*

- We ..... sorry for the poor boy.
- He didn't ..... to help those who needed help.
- She ..... in her task and started crying.
- A sudden disaster ..... North Carolina and destroyed the seeds.
- George was ..... to be there at 6.00 but he wasn't.
- The gates ..... shut behind them.
- He passed the ..... to all his students.
- He decided to ..... the birds free.

## Prepositions

- 5 Choose the correct item.

- She depends **at/on** no one but herself.
- They don't believe **in/on** the legend.
- Who does this box belong **at/to**?
- Philip is a risk taker and wants to live a life **at/on** his own.
- Where does this sound come **from/to**?
- He raised his hands **at/in** horror.
- The trees were covered **with/in** blossoms.

# Language Review 6

6a

## 1 Match the words.

- |   |           |
|---|-----------|
| 1 | computer- |
| 2 | leave     |
| 3 | collect   |
| 4 | special   |
| 5 | action-   |
| 6 | gripping  |
| 7 | highly    |
| 8 | annual    |

- |   |             |
|---|-------------|
| a | recommended |
| b | festival    |
| c | effects     |
| d | rubbish     |
| e | alone       |
| f | plot        |
| g | packed      |
| h | animated    |



6c

## 2 Do the crossword.



Across

- |    |  |   |                                |
|----|--|---|--------------------------------|
| 6  | The actor gave a brilliant ...             | 1 | People watching a play         |
| 7  | Sight is one of these                      | 2 | Where clowns perform           |
| 8  | How good or bad sth is                     | 3 | How hot or cold sth is         |
| 9  | A pipe with holes in it to play music with | 4 | A group of classical musicians |
| 10 | A place to watch sport                     | 5 | Sth we use to make music       |
|    |  | 9 | The opposite of lost           |

Down

## 3 Fill in: traditional, bands, wind, times, theme, accompany.

- Jazz ..... play lively music.
- Star Wars has a very recognisable ..... song.
- The Dombra is a ..... instrument from Kazakhstan.
- People have played music since ancient .....
- The flute is a type of ..... instrument.
- The Dombra is used to ..... traditional songs.

6f

## 4 Fill in with: took, push, research, dropped, limit, waste.

- Electronic media are useful ..... tools.
- The room temperature ..... and we are cold.
- Nowadays, you can get all the information you need with the ..... of a button.
- You need to set a time ..... when playing video games.
- He ..... a break before he continued studying.
- Don't ..... your time playing computer games.

## Prepositions

### 5 Choose the correct item.

- A time traveller can travel back **at/in** time.
- This week, there are over 20 films to choose **for/from**.
- What do you think **of/for** quiz shows?
- She has a successful acting career **on/in** stage and screen.
- How do you keep **in/on** touch **from/with** your friends?
- It's a must-see film **for/with** all science-fiction fans.
- He is known **for/of** his supernatural strength.
- Their repertoire ranges **of/from** classical **to/with** electronic.
- In/At** the end of the performance, the audience applauded.
- The Dombra is usually played **on/with** its own.

## Language Review 7

7a

## 1 Label the pictures.



1 .....



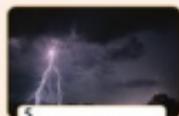
2 .....



3 .....



4 .....



5 .....

2 Fill in with: *gasp, massive, rescue, change, breeze, feel*.

- |         |         |                 |
|---------|---------|-----------------|
| 1 ..... | team    | 4 welcome ..... |
| 2 ..... | for air | 5 warm .....    |
| 3 ..... | wave    | 6 .....         |
|         |         | like crying     |

7c

## 3 Match the words.

- |   |             |   |            |
|---|-------------|---|------------|
| 1 | loud        | a | winds      |
| 2 | rain        | b | a story    |
| 3 | tell        | c | off        |
| 4 | escaped     | d | experience |
| 5 | strong      | e | noise      |
| 6 | blow        | f | clouds     |
| 7 | frightening | g | a disaster |
| 8 | dark        | h | heavily    |

7d

4 Fill in with: *seismic, burnt, collapsed, put, lasted, destroyed*.

- The earthquake ..... the village.
- The fire ..... down a whole village.
- When she heard the bad news, she.....
- Japan has the most ..... active zone in the world.
- The crew managed to ..... out the fire.
- The fire ..... ten days.

7f

5 Fill in with: *put, physically, first, police, head, patrol*.

- |         |         |         |          |
|---------|---------|---------|----------|
| 1 ..... | streets | 4 ..... | fit      |
| 2 ..... | of the  | 5 ..... | out fire |
|         | force   | 6 ..... | aid      |
| 3 ..... | officer |         |          |

7g

6 Fill in with: *set off, survive, wrapped, got stuck, looking forward to, scared, lonely, ran out of*.

- He ..... a blanket around himself to keep warm.
- We were ..... our trip to the mountains.
- The car ..... in the snow.
- Daryl ..... early to beat the traffic.
- There was no one to talk to so he felt .....
- He ..... food after a few days so he had to go out and buy some.
- He managed to ..... for days with very little food and water.
- He felt very ..... when he heard the strange sounds getting closer.

## Prepositions

## 7 Choose the correct item.

- A massive tsunami happened **on/at** 26 December 2004 in Thailand.
- A man pointed **to/at** the huge wave and everyone started screaming.
- I'm looking forward **at/to** meeting his parents.
- He was driving for hours **in/at** the middle of nowhere.
- He was shocked and tried calling **for/to** help.
- Everyone was running **in/of** panic.
- Their trailer was **on/in** pieces.
- They went **to/at** Astana for the weekend.

## Language Review 8

8a

- 1 Label the pictures with: *have a hobby, eat too much junk food, drink plenty of water, eat fruit and vegetables, do a physical activity.*



1 .....



4 .....



2 .....



5 .....



3 .....

- 2 Match the words. Then use five of them to complete the sentences.

1 sounds	a performance
2 full	b awake
3 boost your	c familiar
4 stayed	d sleepy
5 alarm	e diet
6 feel	f stomach
7 balanced	g went off
8 sleeping	h habits

- Eat more fruits and vegetables to .....
- Don't swim on a .....
- Megan has a ..... and she has lost weight.
- He got up when his .....
- He ..... the rest of the night thinking what to do.

8c

- 3 Fill in with: *shape, balanced, starchy, sugary, dairy, source.*

1 ..... of energy	4 in good .....
2 ..... drinks	5 ..... foods
3 ..... diet	6 ..... products

8e

- 4 Fill in with: *remedy, prevent, circulation, bacteria, minerals.*

- Dark chocolate and oranges are good for your .....
- This drink helps kill .....
- Milk is a source of vitamins and .....
- Beans and dairy products can help ..... diabetes.
- In many Mediterranean countries people use chamomile as a natural .....

8f

- 5 Fill in with: *punch, stand, believe, steal, tell, join.*

1 ..... a club	4 ..... lies
2 ..... in yourself	5 .....
3 ..... in the stomach	6 ..... up to your fears
	7 ..... money

### Prepositions

- 6 Choose the correct item.

- Bullies make fun on/of others' appearance.
- Never go to bed on/at a full stomach.
- If you want to be at/in a good shape, do a physical activity.
- Eggs are an excellent source on/of vitamin B.
- At/On average, people need eight hours of sleep every day.
- Eat a diet rich with/in proteins.
- He suffers of/from stress.

## Language Review 9

9a

## 1 Label the pictures.



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

## 2 Fill in with: designer, blow, attracts, takes, creations, masterpiece.

- It always ..... hours to finish his homework.
- The festival ..... many tourists every year.
- The students presented their ..... to their parents and teachers.
- Mona Lisa is Leonardo da Vinci's .....
- They used hand pumps to ..... up the ballons.
- Aisha Kolonia is a famous Kazakhstani fashion .....

9c

## 3 Fill in with: ordinary, straw, uniform, guard, good, handsome.

- |                 |                  |
|-----------------|------------------|
| 1 .....looking  | 4 national ..... |
| 2 special ..... | 5 ..... days     |
| 3 ..... hats    | 6 look .....     |

9f

## 4 Match the words. Then use four of them to complete the sentences.

<input type="checkbox"/> 1 positive	a name
<input type="checkbox"/> 2 social	b tricks
<input type="checkbox"/> 3 brand	c yourself
<input type="checkbox"/> 4 nu metal	d trousers
<input type="checkbox"/> 5 perform	e tops
<input type="checkbox"/> 6 be	f attitude
<input type="checkbox"/> 7 baggy	g media
<input type="checkbox"/> 8 hooded	h band

- Clowns in parties ..... to entertain children.
- Teenagers today like posting everything they do on .....
- Nina is a very happy person. She always has a .....
- Superdry is a ..... for jeans and hoodies.

9g

## 5 Fill in with: self, affect, losers, tease, avoid.

- If you are not confident and cheerful, people will ..... you.
- There are no ....., only winners.
- Cheerful students don't ..... their classmates.
- Our beliefs ..... our life.
- .....-respect is important to every area of your life.

## Prepositions

## 6 Choose the correct item.

- Kali has got a great taste in clothes. She is very popular on/at her school.
- You look great in/at this polka-dot dress.
- Ryan loves taking pictures and posting them at/on social media.
- Think of Milan and the first thing that comes in/to mind is the popular fashion shows.

## Self-Check 1

**1 Fill in:** *gliding, bungee, making, rock, take, potato, birds, arts, breeding, identity.*

- |                  |                     |
|------------------|---------------------|
| 1 ..... of prey  | 6 jewellery - ..... |
| 2 couch .....    | 7 ..... roles       |
| 3 national ..... | 8 ..... jumping     |
| 4 hang- .....    | 9 ..... programme   |
| 5 martial .....  | 10 ..... - climbing |

(Points:  $\frac{\quad}{10 \times 2} = \frac{\quad}{20}$ )

**2 Fill in:** *concentration, beating, hurt, support, competes.*

- Paintball is painful sometimes but the players aren't badly .....
- Ellie is an online video gamer. She enjoys ..... members of other teams.
- My friends and family ..... me and that helps me try harder to win.
- He ..... with gamers from all over the world.
- Sometimes hot weather makes ..... difficult.

(Points:  $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$ )

**3 Put the verb in brackets into the present simple or present continuous.**

- She ..... (like) dancing.
- The match ..... (start) at 8 pm.
- John ..... (play) the piano right now.
- Carl and Jason ..... (work) as part-time photographers for the summer.
- Jason's train ..... (arrive) at 10 pm.

(Points:  $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$ )

**4 Put the adjectives in brackets into the comparative or the superlative.**

- I'm ..... (short) student in my class.
- Tom is ..... (thin) Greg.
- He's ..... (energetic) person I know.
- Claire is ..... (friendly) her sister.
- My brother is ..... (good) at windsurfing than I am.

(Points:  $\frac{\quad}{5 \times 2} = \frac{\quad}{10}$ )

**5 Circle the correct words.**

- Your jeans are / is on the bed.
- Windsurfing is too / enough difficult for me.
- She isn't old too / enough to drive.
- The news is / are on TV.
- There is / are a lot of people on the beach.

(Points:  $\frac{\quad}{5 \times 1} = \frac{\quad}{5}$ )

**6 Choose the correct item.**

- He takes part in/on tournaments.
- The games last from two hours for/to days.
- What are you staring in/at?
- He has a lot of followers on/in YouTube.
- He takes care of/in falcons.

(Points:  $\frac{\quad}{5 \times 1} = \frac{\quad}{5}$ )

**7 Complete the dialogue. Use: why not, What about, don't you, Not really, I can't.**

- A: We're going to the cinema tonight. Why  
1) ..... come along?  
B: Sorry, 2) ..... I'm having a karate lesson tonight.  
A: 3) ..... Saturday afternoon? Are you busy then?  
B: 4) ..... Why?  
A: We're going to the mall. Do you want to come with us?  
B: Sure, 5) .....

(Points:  $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$ )

(My score:  $\frac{\quad}{100}$ )

**CHECK**  
your progress

**Competences**

**Mark.**

- talk/ write about hobbies and activities ☆☆☆
- talk about actions happening now & permanent states & routines ☆☆☆
- make future arrangements ☆☆☆
- make plans/(dis)agree ☆☆☆
- write an email describing a hobby ☆☆☆

**GOOD** ★ **VERY GOOD** ★★ **EXCELLENT** ★★★

## Self-Check 2

**1 Fill in:** touch, mission, manners, download, communicate, conditions, tool, send, launched, offer.

- The working ..... were unhealthy.
- In Egypt, people don't ..... flowers when they visit someone.
- He has good ..... He is polite.
- Voyager 1 and 2 are on a ..... to explore space.
- They tried to ..... by radio.
- NASA scientists ..... Voyager 1 and 2 in 1977.
- I'll ..... you an SMS.
- It's illegal to ..... music from the Internet without paying.
- She got in ..... with us after a week.
- The Internet is a useful .....

(Points:  $\frac{\quad}{10 \times 2} = \frac{\quad}{20}$ )

**2 Fill in:** heating, account, space, text, program, memory, compilations, standard, take off, social.

- |                    |                      |
|--------------------|----------------------|
| 1 ..... situation  | 6 music .....        |
| 2 ..... your shoes | 7 antivirus .....    |
| 3 ..... system     | 8 ..... stick        |
| 4 ..... message    | 9 ..... of living    |
| 5 bank .....       | 10 ..... exploration |

(Points:  $\frac{\quad}{10 \times 2} = \frac{\quad}{20}$ )

**3 Put the adjectives in the correct order.**

- a black nice cotton T-shirt
- a round big wooden box
- a young tall thin boy
- a white beautiful French vase
- a silver round small coin

(Points:  $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$ )

**4 Choose the correct word.**

- He was tired/tiring.
- The film was bored/boring.
- That's a quite/rather expensive laptop!

- Bob was interested/interesting in maths.
- He always talks slow/slowly.
- He'll call when he arrives/will arrive.
- He didn't use/used to wake up early.
- Let's go before he comes/will come.
- She could/was able to do the exercises in 30 minutes.
- Did people used/use to send letters 50 years ago?

(Points:  $\frac{\quad}{10 \times 1} = \frac{\quad}{10}$ )

**5 Choose the correct item.**

- He searched in/for his smartphone everywhere.
- The spacecraft were on/in a mission to find life in/on Mars.
- He'll get on/in touch with/to us as soon as he arrives.

(Points:  $\frac{\quad}{5 \times 2} = \frac{\quad}{10}$ )

**6 Match the sentences (1-5) to the responses (a-e).**

- |  |                        |
|--|------------------------|
| 1 <input type="checkbox"/> How often do you use your computer? | a Sure.                |
| 2 <input type="checkbox"/> Hey, what's wrong?                  | b Every day.           |
| 3 <input type="checkbox"/> Can you help me?                    | c No problem.          |
| 4 <input type="checkbox"/> Now click on 'OK'.                  | d Got it. What's next? |
| 5 <input type="checkbox"/> Is that all? Thanks.                | e I can't burn a CD.   |

(Points:  $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$ )

(My score:  $\frac{\quad}{100}$ )

**CHECK**  
your progress

**Competences**

**Mark.**

- talk/write about computers & the Internet ☆☆☆
- talk about past habits ☆☆☆
- talk about space ☆☆☆
- give instructions ☆☆☆
- write about good manners ☆☆☆
- write a for-and-against essay ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 3

### 1 Label the pictures.



2 c \_\_\_\_\_



1 s \_\_\_\_\_



3 s \_\_\_\_\_

4 r \_\_\_\_\_  
c \_\_\_\_\_(Points:  $\frac{\quad}{4 \times 2 \quad 8}$ )

### 2 Fill in: rock, white-water, ride, mouth, feel, make, travel, break, miss, full.

- |                      |                  |
|----------------------|------------------|
| 1 ..... our way      | 6 ..... a camel  |
| 2 at a ..... gallop  | 7 ..... a flight |
| 3 ..... climbing     | 8 ..... rafting  |
| 4 ..... of the river | 9 ..... alive    |
| 5 ..... abroad       | 10 ..... the law |

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

### 3 Choose the correct word.

- They've been on holiday **for/since** last week.
- They visited Madrid two months **last/ago**.
- She hasn't called **already/yet**.
- We've **ago/already** packed our suitcases.
- Have you **ever/since** slept in a tent?

(Points:  $\frac{\quad}{5 \times 2 \quad 10}$ )

### 4 Choose the correct item.

- I'm having the time **in/of** my life.
- Nothing compares **with/to** a safari in Kenya.
- They camped **on/at** the mouth of the river.
- We **learned** a lot **about/of** their way of life.
- He **arrived in/at** London last Monday.
- They charged him **of/with** breaking the law twice.

(Points:  $\frac{\quad}{6 \times 2 \quad 12}$ )

### 5 Put the verbs in brackets into the present perfect or the past simple.

- ..... (you/ever/be) abroad?
- James ..... (leave) last night.
- He ..... (just/finish) work.
- Bill ..... (not/come) yet.
- We ..... (travel) to Almaty last year.
- They ..... (live) in Astana three years ago.
- ..... (they/go) windsurfing last Sunday?
- He missed the flight so he ..... (not/come).
- He ..... (already/book) the tickets.
- They ..... (break) her arm yesterday.

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

### 6 Match the exchanges.

A

B

- |   |  |
|---|--|
| 1 How about going mountain biking?          | a Yes, I have. It was an amazing experience.     |
| 2 Why don't you come with me?               | b That's a good idea                             |
| 3 Have you made any plans for next weekend? | c I'll have to ask my parents first.             |
| 4 Where is the lake?                        | d Near the village. It isn't far away.           |
| 5 Have you ever been to Australia?          | e Yes, I have. I'm going fishing with my father. |

(Points:  $\frac{\quad}{5 \times 6 \quad 30}$ )(My score:  $\frac{\quad}{100}$ )

**CHECK**  
your progress

**Competences**

#### Mark.

- talk/write about a memorable experience ☆☆☆
- talk about holiday activities ☆☆☆
- invite/accept or refuse ☆☆☆
- write an informal email from abroad ☆☆☆
- make suggestions ☆☆☆
- narrate past experiences ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 4

- 1 Fill in:** *endangered, habitats, surface, extinct, damaging, exploration, symbol, turning, exhaust, poisons.*
- The ..... of the red planet is rocky.
  - Now people are ..... their attention to Mars.
  - We learnt some very interesting facts about space .....
  - ..... fumes pollute the air in big cities.
  - Many animals are in danger of losing their natural .....
  - Factory waste ..... our lakes and rivers.
  - We should protect ..... species.
  - What is the national ..... of China?
  - Some animals will become ..... in the next few years.
  - Bad weather is ..... the old buildings.

(Points:  $\frac{\quad}{10 \times 2 = 20}$ )

- 2 Fill in:** *global, waste, rising, ozone, strong, melting, average, face, historic, space.*
- |                 |                    |
|-----------------|--------------------|
| 1 ..... winds   | 6 .....            |
| 2 ..... seas    | temperature        |
| 3 .....         | 7 ..... energy     |
| monuments       | 8 ..... extinction |
| 4 ..... warming | 9 ..... layer      |
| 5 ..... agency  | 10 ..... ice       |

(Points:  $\frac{\quad}{10 \times 2 = 20}$ )

- 3 Fill in:** *will or be going to in the correct form.*
- It's too cold. I ..... close the window.
  - Look! He ..... crash into the tree.
  - "Tea or coffee?" "I ..... have tea, thanks."
  - Oh no! She ..... fall down.
  - I'm sure he ..... pass his exams.

(Points:  $\frac{\quad}{5 \times 4 = 20}$ )

- 4 Choose the correct item.**
- Neil Armstrong walked **on/in** the Moon.
  - A lot of animals are **in/at** danger of extinction.
  - The Temples of Angkor Wat appear **on/in** Cambodia's flag.

- Who's responsible **for/of** the damage?
- We did a project **with/on** Baiji dolphin.
- The sun's rays can be harmful **to/on** our skin.

(Points:  $\frac{\quad}{4 \times 3 = 12}$ )

### 5 What is going to happen? Write sentences.

- plant trees
- sunbathe
- take/dog for a walk
- wash/car



1 .....

2 .....



3 .....

4 .....

(Points:  $\frac{\quad}{4 \times 2 = 8}$ )

### 6 Match the exchanges.

- | A   | B   |
|---|---|
| <input type="checkbox"/> 1 Is 10 o'clock OK?                          | a When is it?                                 |
| <input type="checkbox"/> 2 Why don't we go to the clean-up day?       | b Great. See you then.                        |
| <input type="checkbox"/> 3 The phone is ringing.                      | c Never mind. I'll go to the party by myself. |
| <input type="checkbox"/> 4 How about asking Ann to come?              | d I'll answer it.                             |
| <input type="checkbox"/> 5 I'm visiting my grandparents this weekend. | e I'm going to call her now.                  |

(Points:  $\frac{\quad}{5 \times 4 = 20}$ )

(My score:  $\frac{\quad}{100}$ )

**CHECK your progress**

**Competences**

#### Mark.

- talk/write about environmental problems ☆☆☆
- make on-the-spot decisions/predictions ☆☆☆
- talk about my future plans & intentions ☆☆☆
- make suggestions ☆☆☆
- write an essay offering solutions to a problem ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 5

**1 Complete with:** *ground, underground, blossom, lit, ruin, disappeared, pick, passage, drifting, whispered.*

- "I want to go home," she ..... in her mother's ear.
- Morlocks are strange creatures that live .....
- He walked through the narrow .....
- The small tree in our garden was covered in .....
- This can ..... our plans.
- He ..... a match so that he could see in the dark.
- They decided to move to higher .....
- The wild dog ..... in the forest.
- Let's go in the garden and ..... some flowers for our grandmother.
- The fog was ..... slowly to our direction.

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

**2 Fill in:** *dense, lose, take, commit, grew, golden, set, ride, fall, clear.*

- |                 |                        |
|-----------------|------------------------|
| 1 ..... free    | 6 ..... his power      |
| 2 ..... old     | 7 ..... fog            |
| 3 ..... night   | 8 ..... care of        |
| 4 ..... a horse | 9 ..... age            |
| 5 ..... asleep  | 10 ..... terrible acts |

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

**3 Choose the correct word.**

- The **fog/hound** was chasing him.
- A loud sound **vanished/broke** the silence.
- She was tired and **fell/approached** asleep.
- Fire **burst/touched** from the dragon's mouth.
- There was a **splendid/dreadful** storm last night.
- He **set/descended** all his people free.
- The creature was **facing/leaping** down the track.
- He **went** back to **fight/lose** the battle.
- They **fell/committed** terrible acts.
- They managed to **move/defeat** him in battle.

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

**4 Choose the correct word.**

- A disaster **struck/hesitate** and many people were killed.
- The dog was **digging/striking** a hole in the ground.
- He saw a caravan of camels **carrying/passing** by.
- The magic birds passed the **task/message** to people.
- The student is disappointed; he has **failed/shut** in his task.
- He **agreed/brought** to help.
- "You **should** be quiet," the teacher said, **addressing/possessing** the student.
- The garden **opens/springs** up, once a year.
- The baby was **sleeping peacefully/slowly** in his mother's arms.
- No one can **enter/set** the garden but those in need.

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

**5 Choose the correct item.**

- Her life depends **on/at** his being here before they come.
- He was standing close **to/at** his mum.
- The dog's eyes were burning **at/in** the darkness.
- He raised his hands **in/of** horror.
- She was afraid **from/of** light.
- The old woman took care **for/of** the baby.
- The couple ruled **at/in** peace.
- The chest was full **from/of** gold.
- He felt sorry **of/for** the birds in the cages.
- They planted the seeds **in/on** the man's land.

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

(My score:  $\frac{\quad}{100}$ )

**CHECK**  
your progress

**Competences**

**Mark.**

- talk about different characters ☆☆☆
- talk about fiction stories ☆☆☆
- write/talk about the summary of a story ☆☆☆
- write a story ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 6

- 1 Fill in:** composed, action-packed, cast, stars, educational, protect, released, blockbuster, gripping, recommended.
- I like watching documentaries. I find them .....
  - Terminator Genisys* is a(n) ..... film with great battle scenes between humans and robots.
  - He tried to ..... his mother from the soldiers.
  - Who ..... the music for the film?
  - The film was ..... in 2008.
  - Wall-E* is a great film. It's highly .....
  - The film has a(n) ..... plot and great acting.
  - The film is great. It'll be a(n) .....
  - Hugh Jackman ..... as "Wolverine".
  - The film has an excellent ..... and the acting is fantastic. (Points:  $\frac{10 \times 2}{20}$ )

- 2 Fill in:** musical, effects, fiction, opera, chat, concert, drama, gallery, soap, computer.
- |                 |                 |
|-----------------|-----------------|
| 1 ..... operas  | 6 science-..... |
| 2 ..... shows   | film            |
| 3 ..... hall    | instruments     |
| 4 ..... art     | 8 ..... social  |
| -animated film  | 9 ..... house   |
| 5 special ..... | 10 .....        |
- (Points:  $\frac{10 \times 2}{20}$ )

- 3 Choose the correct item.**
- He tried to find a solution for/to the problem.
  - He sent a robot back to/in time to help the people on Earth.
  - The soldiers had to fight against/from the robots.
  - He is known from/for his razor-sharp claws.
  - They use the vegetables for/in many different ways. (Points:  $\frac{5 \times 2}{10}$ )

- 4 Rewrite the sentences in the passive voice.**
- William Shakespeare wrote *Hamlet*.
  - Christopher Columbus discovered America.
  - Christina Aguilera sings the *Shrek* Tale theme song.
  - George Lucas directed *Star Wars*.
  - They program the robot to protect a young boy. (Points:  $\frac{5 \times 3}{15}$ )
- 5 Rewrite the sentences in the active voice.**
- Oscars are awarded every year.
  - King Kong* was directed by Peter Jackson.
  - Film extras are hired for battle scenes.
  - The theme tune is sung by an opera singer.
  - The Scream* was painted by Munch in 1893. (Points:  $\frac{5 \times 3}{15}$ )

- 6 Match the exchanges.**
- | A   | B                                 |
|---|-----------------------------------|
| 1 <input type="checkbox"/> Do you like social dramas?     | a I find them silly.              |
| 2 <input type="checkbox"/> What's on?                     | b It was great.                   |
| 3 <input type="checkbox"/> Have you seen <i>Wall-E</i> ?  | c There's a quiz show on at 6:30. |
| 4 <input type="checkbox"/> What do you think of sitcoms?  | d Not really. They are boring.    |
| 5 <input type="checkbox"/> Did you like <i>Twilight</i> ? | e Yes, I saw it last Saturday.    |
- (Points:  $\frac{5 \times 4}{20}$ )  
(My score:  $\frac{100}{100}$ )

CHECK  
your progress

Competences

Mark.

- talk and write about films ☆☆☆
- recommend a film ☆☆☆
- talk about types of music & musical instruments ☆☆☆
- choose TV programmes ☆☆☆
- write an email about my favourite TV series ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 7

**1 Fill in:** *rescue, hurricane, shocked, swallowed, massive, breathe, relieved, collapsed, avalanche, wandering.*

- The skiers got trapped in a (an) .....
- Some buildings in the town .....
- He felt ..... when he saw his children were waiting for him.
- It was difficult to ..... after the running race.
- The town was damaged by the .....
- I was horrified when I saw the ..... wave coming towards us.
- She was happy when the ..... team arrived.
- A huge wave ..... him.
- The poor man was ..... around the street.
- This violent movie ..... me.

(Points: 10 X 2 = 20)

**2 Fill in:** *put out, off, headline, rumbling, gasp, get, piece, active, force, patrol.*

- |                      |                   |
|----------------------|-------------------|
| 1 ..... for air      | 6 ..... his feet  |
| 2 police .....       | 7 newspaper ..... |
| 3 ..... a shock      | 8 ..... noise     |
| 4 seismic ..... zone | 9 ..... a fire    |
| 5 ..... the streets  | 10 in one .....   |

(Points: 10 X 2 = 20)

**3 Choose the correct item.**

- Clouds started gathering **on/in** the sky.
- During the tornado furniture was moving **to/in** all directions.
- John was lying **on/off** the grass.
- He had bruises **at/on** his body.
- Their trailer was **at/in** pieces.
- They spent their holiday **in/on** an island.
- The men were pointing **at/for** the sea.
- As they pulled me up, I gasped **from/for** air.

(Points: 8 X 1 = 8)

**4 Put the verbs in brackets into the past continuous or the past simple.**

- Last summer, we ..... (go) to Spain.
- He ..... (sleep) when I got home.
- The bus broke down while they ..... (drive) to school.
- He ..... (swim) in the sea while she ..... (sunbathe).
- He fell off the horse and ..... (break) his leg.
- ..... (they/watch) TV when the lights went out?
- She ..... (not/sleep) when the phone rang.
- We ..... (wait) at the bus stop when it started to rain. (Points: 8 X 4 = 32)

**5 Complete the dialogue. Use: Did you have, can imagine, Oh dear, you'll never guess, Did anyone.**

- A: Hi Adam! 1) ..... a nice holiday?  
 B: It was great but 2) ..... what happened.  
 A: What happened?  
 B: Well! There was an earthquake!  
 A: 3) .....! Where were you at the time?  
 B: I was in a big tower at the city centre.  
 A: 4) ..... get hurt?  
 B: No. It was a minor earthquake, but I got a shock!  
 A: I 5) ..... (Points: 5 X 4 = 20)  
 (My score: 100)

**CHECK**  
your progress

**Competences**

**Mark.**

- talk about natural phenomena ☆☆☆
- describe natural disasters ☆☆☆
- talk about past actions ☆☆☆
- narrate a past experience/express sympathy ☆☆☆
- write a story ☆☆☆

**GOOD ★ VERY GOOD ★★ EXCELLENT ★★★**

## Self-Check 8

**1 Fill in:** *bully, improve, prevent, go off, overweight, share, suffer, physical.*

- I was late for school because the alarm didn't .....
- Many young people ..... from stress.
- Someone who hurts or frightens people is a .....
- Eating fruit and vegetables can ..... heart disease.
- You will feel better if you ..... your problems with your friends.
- She has to ..... her school performance. Her grades are really bad.
- Regular ..... activity is very important for a healthy lifestyle.
- She wants to lose weight, she's .....

(Points:  $\frac{14}{8 \times 2}$ )

**2 Fill in:** *counsellor, helping, fizzy, take, dairy, shape, feel, kill.*

- |                  |                     |
|------------------|---------------------|
| 1 ..... drinks   | 5 ..... products    |
| 2 ..... hand     | 6 ..... bacteria    |
| 3 ..... positive | 7 in good .....     |
| 4 school .....   | 8 ..... your advice |

(Points:  $\frac{14}{8 \times 2}$ )

**3 Choose the correct item.**

- He did bad **for/in** his exams.
- Ann suffers **for/from** stress.
- Never go to bed **with/on** a full stomach.
- A balanced diet provides you **for/with** all the nutrients you need.

(Points:  $\frac{8}{4 \times 2}$ )

**4 Put the verbs in brackets into the correct tense.**

- If I ..... (see) a burglar, I'd call the police.
- If you mix blue and red, you ..... (get) purple.
- If it ..... (stop) raining, we'll go out.
- If they **don't** leave now, they ..... (miss) the train.
- If I had free time, I ..... (join) a gym.

(Points:  $\frac{20}{5 \times 4}$ )

**5 Complete the gaps. Use:** *not water, go, not lie, find, pass in the correct tense.*

- If I were you, I ..... to my parents.
- If you ..... the plants, they die.
- If they study, they ..... their test.
- If she is late, we ..... without her.
- If I ..... a wallet, I'd take it to the police.

(Points:  $\frac{10}{5 \times 2}$ )

**6 Choose the correct word.**

- I haven't decided yet, but I **might/have to** go to the gym.
- You **mustn't/don't have to** eat in here.
- We **don't** have to/have to study. We have a test tomorrow.
- You **mustn't/might** watch too much TV.
- We **don't need to/have to** eat fruit and vegetables for a healthy diet.

(Points:  $\frac{10}{5 \times 2}$ )

**7 Match the exchanges.**

- | A   | B  |
|---|--|
| 1 What's the matter?                      | a I'd study more.                          |
| 2 What should I do?                       | b You can go fishing.                      |
| 3 Why don't you eat fruit and vegetables? | c My parents won't let me go to the party. |
| 4 If I were you,                          | d That's a good idea!                      |
| 5 I don't have a hobby.                   | e You should drink plenty of water.        |

(Points:  $\frac{20}{5 \times 4}$ )

(My score:  $\frac{100}{100}$ )

**CHECK**  
your progress

**Competences**

**Mark.**

- talk/write about healthy/unhealthy habits ☆☆☆
- express possibility/obligation ☆☆☆
- ask/ give advice ☆☆☆
- write an email giving advice ☆☆☆

GOOD ☆ VERY GOOD ☆☆ EXCELLENT ☆☆☆

## Self-Check 9

**1 Fill in:** *creation, took, came, uniforms, trainers, polka-dot, baggy, confident, respect, suit.*

- Self-..... is very important in life.
- ..... trousers are trendy.
- You have to bring your ..... to the gym.
- You should be more ..... and believe in yourself.
- It ..... us three hours to get to the airport.
- This balloon dress is a unique .....
- The first thing that ..... to my mind was her beautiful voice.
- The soldiers wore brown .....
- She's cute in her red and white ..... dress.
- Those sunglasses really ..... you.

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

**2 Put the words in the correct column.**

- jacket • hoodie • sandals • scarf
- trousers • skirt • sunglasses • flat shoes
- trainers • tie

CLOTHES	FOOTWEAR	ACCESSORIES
---------	----------	-------------

(Points:  $\frac{\quad}{10 \times 2 \quad 20}$ )

**3 Rewrite the sentences in reported speech.**

- "We work long hours," they said.
- "I can't come to the party," ErasyI told Peter.
- "Don't use my computer!" he said to me.
- "Where's my book?" she asked.
- "I'm leaving today," she said.

(Points:  $\frac{\quad}{5 \times 4 \quad 20}$ )

**4 Choose the correct item.**

- She's got a great taste for/in clothes.
- He posts the videos at/on social media.
- Their dresses are one for/of a kind.
- They wear a different uniform at/on special days.
- He looks handsome in/with his uniform.

(Points:  $\frac{\quad}{5 \times 1 \quad 5}$ )

**5 Use who, which, where to join the sentences.**

- That's the boy. He is the new student in school.
- This is the shop. I bought this case there.
- That's the MP3 player. Bob bought it yesterday.
- Kim was reading a book. It was very interesting.
- I've got a new neighbour. She is from Italy.

(Points:  $\frac{\quad}{5 \times 2 \quad 10}$ )

**6 Choose the correct word.**

- I would love to **come**/come fishing with you.
- She buys **all**/other her books from here.
- I have **any**/**no** money with me.
- Please **don't** say **something**/**anything**.
- We need to decide on **somewhere**/**anywhere** to go this weekend.

(Points:  $\frac{\quad}{5 \times 1 \quad 5}$ )

**7 Complete the dialogue.**

- matches • nice of you • nicely
- You look good, too • You look great

Linda: Hi Mary! 1) ..... in that dress!

Mary: Thank you Linda! I bought it yesterday.  
2) ..... Your jumper  
3) ..... your skirt  
4) .....

Linda: That's 5) .....  
Thanks!

(Points:  $\frac{\quad}{5 \times 4 \quad 20}$ )

(My score:  $\frac{\quad}{100}$ )

**CHECK**  
your progress

**Competences**

**Mark.**

- talk/write about clothes, footwear & accessories ☆☆☆
- express likes/dislikes ☆☆☆
- write about people wearing traditional uniforms ☆☆☆
- reporting statements ☆☆☆
- complimenting about clothes ☆☆☆
- write an article describing your best friend ☆☆☆

GOOD ☆ VERY GOOD ☆☆ EXCELLENT ☆☆☆

# Skills Practice

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# Skills Practice 1

## Reading

## Study Skills

- 1 Read the title and the introduction to the article. Answer the questions.**

**Multiple matching**  
Read the article once to get the gist. Read the questions and underline the key words. Read again and find the part in the text that answers each question. Keep in mind the answers can be paraphrased.

- 1 What is the article about?
- 2 What do you like to do in your free time?

What do you like to do in your free time? This week, we asked four readers of Teen Magazine to tell us how they spend their free time.



Hi, my name's Noah. I'm 14. I do lots of different things in my free time. After school, I love to hang out with my friends and play video games and watch DVDs. At weekends, I like to go to the cinema or play sports. Usually, I play football or basketball, but sometimes I play tennis. When I'm at home, I like to surf the Internet and watch TV or play my guitar and write songs. I love music and I want to be a songwriter one day.

Noah



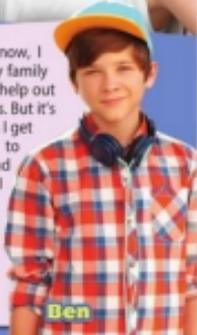
Hi, my name's Charlotte and I'm 17 years old. I like to spend my free time outdoors. I hate to sit inside — especially in the summer! On weekdays, I usually play sports after school or take my dogs for a walk in the park. I have two dogs and they need a lot of exercise. At weekends, my friends and I usually go shopping. At the moment, our favourite places are street markets. London has some amazing ones. You can spend all day at them and not get bored!

Charlotte



Hello, I'm Alex and I'm 16. I spend a lot of my free time with my friends. I have a really big house and I usually invite everyone over after school. We sit around and chat or listen to music — things like that. My favourite sport is swimming. At weekends, I always get up early and go to the swimming pool for a swim. In the evenings, if I don't have homework to do, I like to watch TV or look at fashion magazines. I never read the articles, though. I just like to look at the pictures.

Alex



Hi, I'm Ben and I'm 14. Right now, I don't have a lot of free time. My family owns a restaurant and I have to help out after school and at the weekends. But it's quite fun, so I don't mind! When I get time to myself, I like to listen to music, play computer games and chat with my friends online. I always spend at least a couple of hours a day on my computer. I also love to read. My favourite types of books are mystery books and novels. I don't like factual books.

Ben

- 2 Read the article, then read the questions and underline the key words. Think of paraphrases. Now answer them.**

Which person ...

- |   |                                 |
|---|---------------------------------|
| 1 has a part-time job?                            | 5 likes to be in the fresh air? |
| 2 never sleeps in at the weekend?                 | 6 dislikes reading non-fiction? |
| 3 goes online every day?                          | 7 likes to watch films?         |
| 4 knows what they want to do when they are older? | 8 loves to hang out in London?  |

## Skills Practice 1

## Study Skills

## True Friends

When you read, look out for words that look or sound similar to words in your language (true friends). They help you understand the text.

- 3 Are there words in the text which are similar in your language?

## Listening

- 4 Listen to Katie tell her friend George about her family and her ambitions. For each question, choose the right answer A, B or C. You will hear the conversation twice.

## Example:

0 Katie's mum is

- A English.  
 B Scottish.  
 C Irish.

1 How old is Katie's sister?

- A 14 B 15 C 17

2 Katie says her sister doesn't

- A have curly hair.  
 B wear glasses.  
 C have brown eyes.

3 Who does Katie have a similar character to?

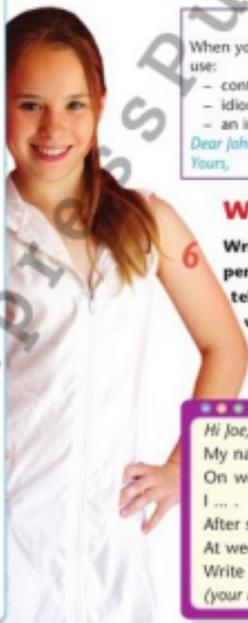
- A her brother  
 B her mother  
 C her sister

4 Katie wants to be

- A a TV actress  
 B a film actress.  
 C a theatre actress.

5 How much does Katie pay for her classes?

- A nothing  
 B £5  
 C £10



## Speaking

- 5 Copy and complete the table about your daily routine on school days. Then use it to give a one-minute talk to the class about your daily routine.

Begin like this:

On school days, I always get up at (7am). I ...

## TIME

before school

at lunchtime

after school

in the evenings

before bed

## ACTIVITIES

play basketball with my friends.

I chat online with my friends.

## Study Skills

Informal style in letters/emails

When you write informal letters/emails you need to use:

- contractions *I'm, you don't*, etc.
- idiomatic language *if we want to do it*
- an informal greeting/ending

Dear John,  
 Yours,

## Writing

- 6 Write an email to your new English pen-friend, Joe. Introduce yourself then tell him about your daily routine and what you like to do in your free time (100-120 words). You can use the model below and your own ideas.

Hi Joe,

My name's ... and I'm ... years old.

On weekdays, I always get up at ... o'clock.

I ...

After school, I usually ...

At weekends, I like to ...

Write soon.

(your name)

## Skills Practice 2

### Reading

- 1 Name some popular teen magazines in your country. What are they about e.g. fashion, sports etc?
- 2 The British teenagers below are looking for a magazine to read. Underline the key words. Now read the descriptions of eight magazines. Decide which magazine is best for each teenager.

# TEEN MAGAZINES

- A** *Girls' Life* is a teen magazine with tips on how to do well in school and life in general. It has a very useful advice section that helps girls with the problems of growing up. There are lots of pages on entertainment, style and quizzes, so *GL* is great for learning and playing.
- B** *Upfront* is a news magazine for high school students. Teachers often use it in class to help with their students' reading skills. At school or home, readers can learn about things happening in their own country and all around the world.
- C** Young people who want to keep up to date with the latest news on football, rugby or cricket can buy *Sports Teen*. There is also a colourful website at [www.sportsteen.com](http://www.sportsteen.com), with games, videos, and more.
- D** First published in 1944, *Seventeen* is the longest-running magazine of its type. It is still hugely popular for youngsters wishing to read about fashion, beauty, health and, of course, celebrities. The magazine always has the latest film, TV and music stars on the front cover.
- E** Where did humans come from? Did hobbits really exist? What is DNA? *Odyssey* is the perfect place to go for answers to questions like these. It leads its readers in all directions, from mystery photos to new books like *Mind-Boggling Astronomy*.
- F** *Teen Ink* is written by teenagers. It includes a range of subjects such as poetry, articles, essays and book reviews. The magazine is American, but the website means young people everywhere can write in. There are pages on art, photography, health and the environment.
- G** *Match* is the biggest-selling teenage football magazine in the UK. Every week it includes interviews with famous footballers, quizzes, results tables and player ratings.



1 Rachel likes to read the work of people from her own age group. She enjoys writing and cares very much for animals and nature.



4 Katy enjoys reading about clothes and famous people. She also watches television programmes for tips on how to look pretty.



5 Adam's favourite school subject is science. Sometimes he takes photographs of the night sky.

2 Paul is a keen sportsman. He supports Arsenal and loves to know what his favourite players are doing or saying.



3 Sue likes reading about issues young people are facing. She is interested in the human body and has fun doing crosswords.



## Skills Practice 2

- 3** **THINK!** Which magazine would you choose to read? Why? Tell the class.

## Listening

- 4** Listen to five British teenagers talking about their favourite types of magazine. Match them to the sentences (A-F) below. One sentence doesn't match.

- A This person likes to learn how to look good.  
 B She thinks this magazine is perfect for girls.  
 C This speaker reads about singers and rock stars.  
 D He loves football and buys a sports magazine every month.  
 E She reads this magazine for details about famous people.  
 F The speaker says this magazine is great for young writers.

Speakers

Speakers				
1	2	3	4	5

## Speaking

- 5** Look at the pictures and describe them. Then answer the questions.



- What do you usually read, newspapers or magazines?
- Where do you read them? How often?
- Which is your favourite newspaper/magazine?
- Why do you like it?

## Writing

- 6** a) Look at the pie chart and answer the questions that follow.

% of the teenagers at Greenhill school who read each type of magazine



- What is the most/least popular type of magazine among teenagers at Greenhill School?
- Which magazines have a similar percentage of readers?
- What percentage of teenagers read sports magazines?

b) Use the pie chart to complete the sentences.

- The majority of teenagers read ...
- Many teenagers ...
- Some teenagers ...
- A few teenagers ...
- Very few teenagers ...

## Project

- 7** Do a survey in your classroom to find out what types of magazines each person likes the most/least. Now write a short report about magazines that teenagers like. Start like this: *Teenagers enjoy reading magazines in their free time.*

## Skills Practice 3

### Reading

- 1 Why do people call Astana 'The City of the Future'? Read through to find out.

#### Ben's Backpacking Blog



Astana



Tian Shan Mountains

Hi, guys! I arrived in Kazakhstan a few weeks ago, and I'm having a fantastic time. This country has got everything! Astana, my first stop, is a brand new city with shopping centres, wide roads and stunning buildings of all shapes and sizes – no wonder people call it 'The City of the Future'. But a week of city life was enough for me and then it was time to get back in touch with nature. And let me tell you, there is plenty of that here: Kazakhstan has got some of the most impressive scenery you can find.

After a series of long bus rides across the steppe, including spending a few nights with a host family in a yurt, I'm finally in the Tian Shan Mountains. Right now, I'm taking a break and just sitting in the spring sunshine, enjoying the view. Tomorrow, I'm hiring a guide and we're climbing Gora Alagordy – it's 4,622 metres above sea level and you can see China from the top. I can't wait – it's going to be a great adventure!

Post a comment

#### 2 Read Ben's blog post and complete the sentences.

- 1 Ben is in .....
- 2 He arrived there .....
- 3 In Astana there are .....
- 4 Ben stayed in Astana for .....
- 5 Ben travelled across the steppe by .....
- 6 He spent some nights in .....
- 7 Right now Ben is in the .....
- 8 Tomorrow Ben and a guide .....

## Skills Practice 3

- 3 a) Match the columns to form phrases.

1 <input type="checkbox"/> a	brand	a	centres
2 <input type="checkbox"/> b	shopping	b	level
3 <input type="checkbox"/> c	wide	c	a break
4 <input type="checkbox"/> d	host	d	new city
5 <input type="checkbox"/> e	take	e	roads
6 <input type="checkbox"/> f	sea	f	family

- b) Use the phrases from Ex. 3a to make sentences based on the text.

*Astana is a brand new city.*

- 4  Give three reasons why tourists should visit Kazakhstan.

## Listening

- 5  Listen to some people talking about their trips and match them to the cities they visited.

People	Cities
1 <input type="checkbox"/> Paul	A Tokyo
2 <input type="checkbox"/> Darren	B Stockholm
3 <input type="checkbox"/> Jenny	C Amsterdam
4 <input type="checkbox"/> Albert	D Havana
5 <input type="checkbox"/> Donna	E New York
	F Barcelona
	G Mexico City
	H Rome

## Speaking

- 6 a) Look at the two pictures and compare them! Use the adjectives in the list.

- quiet • crowded • noisy • clean • dirty • cheap
- expensive • modern • historic • exciting • boring
- big • small



- b)  Which place would you like to live in? Why? Tell the class.

## Writing

- 7 Read the postcard. Find examples of informal style in it.

Dear Beth,  
Greetings from Buenos Aires, Argentina. It's so beautiful here, but the temperature is cooler than I expected. We're staying in the best hotel in the city. Every day we visit museums and see the sights around the city. Later in the afternoon we eat local dishes at traditional restaurants. They taste better and have more flavour than anything back home. We usually walk back to the hotel with a full stomach and relax. The city really comes alive in the evening. Last night we watched the local people dance the tango, the most popular dance in the area. It was really fun. That's all for now. See you soon!  
Kelly



- 8 a) John is talking about his last holiday.  Listen and complete the table.

Place
Place they're staying
Activities
What they did on the last night

- b) Use the completed table to write John's postcard.

## Skills Practice 4

### Reading

- 1 Read the advert. Where could you read it? What is it about? \*

### EARTH, SEA & SKY GLOBAL VOLUNTEER

This summer, join the Turtle Rescue Centre in Zakynthos, Greece, and help us conserve the loggerhead sea turtle while enjoying your holiday by the sea.

Our volunteers help clean the beaches, excavate the turtle nests and monitor the hatchlings.

You can also learn to educate tourists and locals alike about the problems these beautiful animals face and join in fundraising efforts to help solve the threats of the future.

You do not need any previous qualifications or experience. We provide all training on site. Participation fees include training, accommodation, project enrolment and donation, an information pack and a one-year individual membership.

If you are interested, please contact us by emailing  
volunteer@turtlerescue.net



#### Check these words

- conserve • volunteer
- excavate • nest
- monitor • hatchling
- educate • locals • face
- fundraising • threat
- participation fee
- enrolment • pack
- with regard to
- appreciate • respectively
- accommodation
- facility • attention
- look forward to

- 2 Read the email and put the paragraphs in the correct order.

**New Message**

Dear Sir/Madam,

**A** We are interested in helping at the centre from 15th June to 15th July. We are a family of four, two adults aged 40 and 45 respectively and I aged 10 and 17 respectively. Are these places available for these days? We would also like to know what kind of accommodation you provide. We would like to stay all together if this is possible. Also, are there kitchen facilities? We would like to cook our own meals. Lastly, how much are your participation fees? Are there special prices for families with children?

**B** Thank you for your kind attention. We are looking forward to your reply.

**C** I am writing with regard to your advertisement about volunteering for the Turtle Rescue Centre in Zakynthos, Greece. I would appreciate it if you could provide us with further information.

Yours faithfully,  
Thomas Richards

- 3 The email is formal. Match the informal sentences below with formal ones from the email.

Informal language	Formal language
1 I'm sending this email to ask about ...	.....
2 I want to get more information.	.....
3 Is it OK to come then?	.....
4 Where can we stay?	.....
5 How much money do we need to pay?	.....
6 Can't wait for your answer.	.....
7 Yours	.....

## Skills Practice 4

- 4 Use your dictionary to explain the words in the **Match these words** box. Choose five words and make sentences using them.

## Speaking

- 5  Work in pairs. Take roles: one of you is Thomas and the other is the secretary in the Turtle Rescue Centre. Use the information in the table and the email to act out a telephone conversation asking for and giving information. Make sure you sound polite but informal.

Secretary: Turtle Rescue Centre. How may I help you?

Thomas: Hello. My name is Thomas and my family and I are interested in volunteering at the centre ...

## Use of English

## Adverbs

Adverbs describe verbs, past participles, adjectives and other verbs.

*He is badly injured. She carefully picked up the animal.*

Adverbs can describe: **manner** (how – quickly), **place** (where – here), **time** (when – yesterday), **frequency** (how often – never), **degree** (to what extent – completely) etc.

## Order of adverbs

- **Adverbs of frequency** go after the auxiliary verb (**be, have, do**), but before the main verb. *They have never been abroad. Tourists often damage turtles' nests.*
- **Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence. *She happily agreed to help us. The volunteers quickly picked up all the rubbish.*
- **Adverbs of degree** (**absolutely, completely, totally, extremely, very, quite, rather**, etc) go before an adjective, an adverb and the main verb, but after the auxiliary verb. *I totally agree with you. He swims quite well.*
- **Adverbs of place and time** usually go at the end of the sentence. *I haven't spoken to Tom lately.*
- We can put an adverb at the beginning of a sentence if we want to emphasise it. *Suddenly, a man entered the room.* (manner) *Outside, you'll find a recycling bin.* (place) *On Tuesday, we are having a clean-up day.* (time)
- When there are two or more adverbs in the same sentence, they usually go in the following order: **manner – place – time**. *Mr Jones works hard at the shelter every weekend.*
- If there is a **verb of movement**, such as **go, come** and **leave**, in the sentence, the adverbs usually go in the following order: **place – manner – time**. *Jo goes to school by bike every morning.*

- 6 Put the adverbs in brackets into the correct order.

- 1 Tom works. (all day, hard)
- 2 Mrs Smith arrived. (an hour ago, suddenly, at work)
- 3 Megan is reading. (upstairs, quietly, in her room)
- 4 She went (there, yesterday, by boat)
- 5 The children eat their lunch. (always, very quickly, at school)

## Writing

7 You have read this advert in an English magazine and you are interested in participating. Write an email asking for information (80-100 words). Use formal language. Follow the plan.

Dear Sir/Madam,

Para 1: opening remarks; reason for writing

Para 2: ask your questions (age limit? which entrance? refreshments and snacks free?)

Para 3: closing remarks  
Yours faithfully,  
(your full name)

## CLEAN-UP DAY

SATURDAY 20<sup>th</sup> MAY

Come and have fun while helping clean up our town! Meet us at St James's Park at 8:30 am

9 am - 11 am Clean-up area  
11 am Refreshment & Snacks

To volunteer: call 232 227 2288  
Or email [Harper@Yorkvolunteers.org](mailto:Harper@Yorkvolunteers.org)

SEE YOU THERE!



## Skills Practice 5

### Reading

- 1 Read the author's biography. What was Charles Dickens' life like? What is the connection between Dickens' life and *David Copperfield*?



**Charles Dickens** (1812-1870) is one of England's greatest writers. At a young age, Dickens was forced to work in a factory under terrible conditions. This difficult time shaped his life and writings. Dickens worked as a reporter in law courts and later for London newspapers. In 1837, he published his comic novel, *The Pickwick Papers*, which made him popular. A long line of successful novels followed: *Oliver Twist* (1837), *A Christmas Carol* (1843), *A Tale of Two Cities* (1859) and *Great Expectations* (1861). Dickens was concerned about the social problems of English society. His books are also full of lively characters.

The novel *David Copperfield* (1849-50) is partly based on Dickens' early life. At this point in the novel, David is sent away to boarding school early. This is his punishment for being his stepfather, Mr Murdstone, who had hit him for not knowing his lesson.

# DAVID COPPERFIELD

by Charles Dickens

We had started from Yarmouth at three o'clock in the afternoon, and were due in London about eight the next morning. It was summery weather, and the evening was very pleasant. When we passed through a village, I tried to imagine what the insides of the houses were like. Then boys came running after us, jumped onto the back of the coach and swung there for a while. I wondered if their fathers were alive, and if they were happy at home. So I had plenty to think about, since I was also continually thinking about the kind of place I was going to. Sometimes, I remember, I thought of home and what sort of boy I used to be before I bit Mr Murdstone.

The night was not as pleasant as the evening. It got chilly. I was sitting between two gentlemen who squeezed me so hard sometimes, that I could not help crying out. They didn't like that at all, because it woke them. Opposite me was an elderly woman in a great fur coat. This lady had a basket with her and she was trying to find a place to put it. Finally she found that, because

my legs were so short, it could go underneath me. It cramped my legs so much it made me perfectly miserable. But when I moved a little bit, she gave me a nasty poke with her foot and said, 'Come, don't you fidget. Your bones are young enough, I'm sure!'

At last the sun rose, and then my companions seemed to sleep easier. As the sun got higher, their sleep became lighter and so slowly they awoke one by one.

What an amazing place London was to me when I saw it in the distance. I believed that it would be a city full of heroes and amazing adventures. After a long time, we arrived at a hotel in the Whitechapel district. A ladder was brought, and I got down after the lady - I hadn't dared to move until her basket was removed. The coach was empty of passengers by then. The luggage was soon removed. The horses had been removed before that, and now the coach was pushed out of the way. Still, nobody appeared to collect the dusty boy from Blunderstone, Suffolk.

## Skills Practice 5

**2 Read the text. For questions 1-5, choose the best answer (A, B, C or D).**

- What do we learn about David Copperfield in the first paragraph?
  - He does not like travelling.
  - He wants to play with the boys.
  - He thinks about home life a lot.
  - He wishes he had not bitten Mr Murdstone.
- The old lady wanted the boy to...
  - move seats.
  - stop talking.
  - carry her basket.
  - sit still.
- '... what sort of boy I used to be before I bit Mr Murdstone.' (ℓ. 13-14) is an example of ...
  - metaphor.
  - alliteration.
  - onomatopoeia.
  - simile.
- The word 'solitary' (ℓ. 44) is closest in meaning to ...
  - unwashed.
  - alone.
  - anxious.
  - exhausted.

- Why does the boy go to the booking office?
  - to ask the clerk a question
  - to rest after the journey
  - to wait for somebody to meet him
  - to collect his luggage

### Speaking & Writing

**3 a) Imagine you were the clerk in the booking office. Answer the questions.**

- What were you doing when you saw the boy?
- How did you feel about the boy?
- Why did you invite him behind the counter?
- What did you do while the boy was waiting?

**b)  Using your answers from Ex. 3a and your own ideas rewrite the last paragraph from the perspective of the clerk.**

- I felt more solitary than Robinson Crusoe. I went to the booking office and the clerk on duty invited me behind the counter. He let me sit on the scales where they weigh the luggage. Here, as I sat looking at the parcels, packages and books, and inhaling

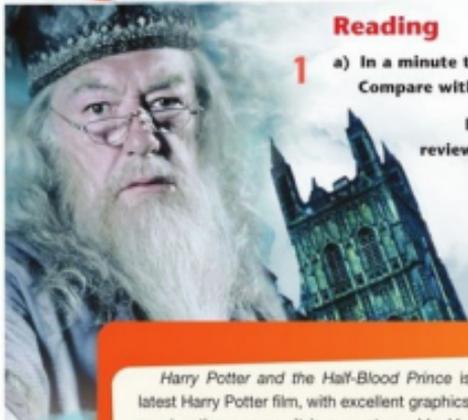
the smell of stables (which have reminded me 50 of that morning ever since), I wondered how long they would let me stay if nobody came to pick me up.



## Skills Practice 6

### Reading

- 1 a) In a minute think of as many words as possible related to films. Compare with your partner.
- b) Look at the text. What type is it: email, letter or review? What information does this type of text contain?



# Harry Potter

*Harry Potter and the Half-Blood Prince* is the latest Harry Potter film, with excellent graphics and great action scenes. It is a must-see blockbuster hit! Daniel Radcliffe plays Harry and along with Rupert Grint and Emma Watson they once again capture the audience. The film takes us through Harry's sixth year at Hogwarts School of Witchcraft and Wizardry.

The film begins when he accidentally discovers an old book. Inside it says "This book is the property of the Half-Blood Prince". He starts to learn more about his enemy Lord Voldemort and his dark past. Harry is deeply interested in the Dark Lord's past. He also uses the book to help him in his Potions class, becoming one of the best students. At the same time Harry is working hard

with headmaster Professor Dumbledore in private to learn more about Voldemort's past in the hope that they might be able to defeat him once and for all. It isn't until much later that he finds out who the true owner of the book is.

There is also a taste of romance in the film as well. To find out more you must go and see *Harry Potter and the Half-Blood Prince*. The combination of good and evil, action and romance is excellent. This is sure to be a box office hit yet again! Don't miss it.

#### Movie Review

- **Title:** *Harry Potter and the Half-Blood Prince*
- **Starring:** Daniel Radcliffe, Rupert Grint, Emma Watson, Tom Felton
- **Genre:** Science-Fiction/Fantasy

- 2 Read the text and decide if each sentence is correct or incorrect. If it is correct, mark A. If it is incorrect, mark B.

- 1 This film is for people who like action and adventure. ....
- 2 Daniel Radcliffe is the actor who plays Harry Potter. ....
- 3 Harry is just starting at Hogwarts. ....
- 4 There is no romance in this film. ....
- 5 The identity of the Half-Blood Prince is a mystery. ....
- 6 Harry wants to defeat Voldemort. ....

## Skills Practice 6

### Listening

- 3 You will hear a conversation between a girl, Emma, and a boy, Charles, deciding which film to go to see with a group of friends. Decide which type of film each person wants to see.

People	Types of Movies
1 <input type="checkbox"/> Emma	A Horror
2 <input type="checkbox"/> John	B Romance
3 <input type="checkbox"/> Charles	C Mystery
4 <input type="checkbox"/> Lauren	D Comedy
5 <input type="checkbox"/> Joe	E Sci-fi
6 <input type="checkbox"/> Sara	F Action
	G Drama

### Use of English

#### • Comparison of adverbs

- 4 Think about your favourite film and your least favourite film. Describe at least one scene from the film you liked the most. Give reasons.

#### Adverbs

same form as adjectives add **-er/-est**  
**early** drops **-y** and adds **-ler/-lest**  
 two-syllable adverbs/adverbs ending in **-ly** take **more/most**

Adverb	Comparative	Superlative
hard	harder	the hardest
early	earlier	the earliest
often	more often	the most often
softly	more softly	the most softly

- 5 Write the comparative and superlative forms of the adverbs below.

1 comfortably	.....
2 greatly	.....
3 early	.....
4 late	.....
5 near	.....

### Writing (an email describing a film you saw and liked)

- 6 Think of your favourite film. Write an email to your best friend describing it (80-100 words). Use the plan below.

Dear ...

Para 1: opening remarks; reason for writing  
*(How was your weekend?)*

Para 2: describe the film. *(The film begins ...)*

Para 3: your feelings; recommendations; closing remarks. *(It's a ... film. I liked ...)*

*You ... I have to go now. Take care.)*

Yours faithfully,  
 (your full name)



#### Recommending a film

- It's a great film.
- It's a must-see.
- Don't miss it.
- You'll love it.

### Study Skills

#### Proofreading

When you finish your writing, check it for Use of English and spelling mistakes.

- 7 Proofread your piece of writing. Now read it again and see if it flows.

## Skills Practice 7

### Reading

#### 1 Read the title and the key words. What is the text about? Read through and check.

- fish • rubbish on the sea • can't breathe • plastic bags
- humans throw rubbish • huge islands of plastic • tuna almost extinct
- endangered species • nets trap • people go hungry
- poison natural habitats • chemicals kill plants • migrate further away
- oil from ships • volunteer groups clean up



## Oceans in DANGER



**1** Think of all the wildlife that lives in and around our oceans. There are fish and dolphins that swim there and birds that feed on the fish. Now, imagine there is a floating island of rubbish on the sea. What happens to the wildlife? The fish eat the plastic which is bad for them. The dolphins can't breathe because they can't reach the surface. The birds get caught in the plastic bags and can't fly. Unfortunately, this is not just in our imagination. It is actually happening, and it is putting our oceans in danger.

**2** Half of the life on our planet is in the seas, but we are quickly destroying it. Every hour, humans throw over two million pieces of rubbish – especially plastic – into the oceans. The plastic breaks into small pieces, but it never goes away. Like giant monsters that are swallowing the ocean, huge islands of plastic cover large parts of the Pacific and the Atlantic. Unless we can find a way to clean the oceans up, sea life will probably disappear from them.

**3** We humans depend on the sea for food, but many fish species are quickly disappearing. In the Atlantic the tuna is almost extinct, and everywhere sharks are an endangered species. One reason is that modern fishing methods are wasteful. Fishing boats use huge nets that trap large numbers of fish. Most of the fish they catch they throw back into the sea. If the oceans run out of fish, it will mean millions of people worldwide will go hungry.

**4** Most of us don't see what is happening in the middle of the sea, but there are things we can do closer to shore. In many areas, water pollution is poisoning the natural habitats for wildlife. Chemicals kill the plants that fish feed on so they have to migrate further away. This means less food for all the other wildlife. Oil from ships affects birds. A seabird that has got oil all over it will try to clean itself by eating the oil – and along with it the chemicals in the water. If volunteer groups clean up these areas and take such birds to clean-up centres, they may survive. In that way, we can be a part of the solution.

### Study

#### Skills

#### Matching headings to paragraphs

The title of a paragraph gives the main idea of that paragraph. Read the paragraph once to get the main idea. Then look for words related to the title. This will help you match the paragraph to its title.

#### 2 Read the text and match the headings (A-E) to the paragraphs. There is an extra one you do not need to use.

Give a new title to the text.

- A Threat as big as the ocean
- B Pollution affects all wildlife
- C Saving the wildlife habitat
- D The threat to plant life
- E The oceans that feed us

## Skills Practice 7

## Listening

- 3** You will hear a conversation between Steve and Mary about a clean-up day at a local beach.
- Listen and write T (true) or F (false) next to the statements.

- Both of them were at the clean-up day. ....
- Mary read about the problem in the newspaper. ....
- Some of Mary's friends were at the clean-up. ....
- They went home for lunch. ....
- Steve didn't need to wear gloves. ....
- Steve and Mary will meet at 8:30 on Saturday. ....

## Speaking

- 4** Look at the pictures and describe them to your partner. Then answer the questions.

- Why is it important to help save the environment?
- Why should we all recycle?



## Listening for ideas

- 5** Listen to two people talking about the damage people cause to the environment every day and some ways we can help. Which of the points do they mention?

Damage we cause	Formal language
<ul style="list-style-type: none"> <li>throw away plastic cans</li> <li>drive big cars</li> <li>cut down trees</li> <li>destroy animal habitats</li> <li>waste energy/water</li> <li>pollute the sea</li> <li>use up oil/water/land</li> <li>waste paper</li> <li>kill wildlife</li> <li>poison the water/air</li> <li>produce rubbish</li> </ul>	<ul style="list-style-type: none"> <li>join an environmental group</li> <li>recycle paper/cans</li> <li>plant trees</li> <li>use public transport</li> <li>switch off lights</li> <li>reduce rubbish</li> <li>stop using dangerous/poisonous chemicals</li> <li>stop wasting energy/water</li> <li>volunteer for a clean-up day</li> </ul>

## Writing

- 6** Now use the ideas in Ex. 5 and the plan below to write a short article for the school English magazine on how people damage the environment and what we can do to help (100-120 words).

- Para 1:** What's the problem? (We all cause a lot of damage to the environment ... Most of us use ...)
- Para 2:** What damage do we cause? (We make too much rubbish ... which causes ... We drive cars everywhere ... which causes ...)
- Para 3:** What can we do to help? What's your opinion? (I think all of us can help by ... Another way to reduce the amount of ... is ... This way we can make a difference.)

# Skills Practice 8

## Reading

- 1 Look at the sentences below about a school newsletter. Read the text and then mark the sentences (1-8) as T (true) or F (false).



## Hillsbrook School September Newsletter

We expect to have another exciting year at Hillsbrook School. You will notice some changes when you arrive back on the first day, Wednesday 3rd September. This leaflet contains important information on safety in and around the school grounds for both students and parents.

**In the News:** A new programme called 'Online and In-the-Know' keeps parents up to date with how their child is doing. Log in to see their marks and number of days missed. There is also something new for students. We are asking for volunteers to be helpers inside the entrance. You welcome visitors, find out the reason for their visit and direct them to where they need to go. Interested students should inform the office staff during the first week of school.

**For parents:** We know dropping off and picking up students can lead to traffic problems and create dangerous situations. We want everyone to be safe, so:

- we ask that you do not park on pedestrian crossings
- there is a new car park for visitors behind the gymnasium
- please do not drive in the bus lanes
- drop your child off at the student entrance and not by the staff doors

**For students:** There are different ways you can get to school. If you follow these suggestions, you will get there safely no matter how you travel.

### On the bus:

- sit quietly so you do not distract the driver
- do not stand up until the driver has stopped the bus and opened the door

### By bike:

- follow all traffic laws
- always wear a helmet
- lock your bike when you arrive at school

Remember: you are not allowed to ride your bicycle during breaks or at lunchtime.



### On foot:

- be careful when walking near traffic
- don't cross the street between parked cars
- use clearly marked pedestrian crossings

Please do not bring valuables to school. We are not responsible if they are lost or damaged. This includes:

- mobile phones
- MP3 players
- jewellery

We look forward to seeing all of you at the beginning of the school year. There will be further newsletters at Christmas and Easter. Have a good year!

### Important safety visits this term for parents and students:

- 10<sup>th</sup> September: Police talk about road safety
- 17<sup>th</sup> September: Fire Brigade talk about fire safety
- 1<sup>st</sup> October: Police talk about bullying

- 1 The newsletter is for new students to Hillsbrook School. ....
- 2 Parents can check their child's progress by going online. ....
- 3 This year, students will help out in the office. ....
- 4 The newsletter tells students not to behave badly while their parents are driving. ....
- 5 It is only okay to stand up on the bus when it is not moving. ....
- 6 Students cannot ride their bikes between classes. ....
- 7 Mobile phones are allowed in school. ....
- 8 Future newsletters won't be sent home with the students on special occasions. ....

## Skills Practice 8

## Listening

- 2 a) You will hear some information about safety. Fill in the missing information in the numbered spaces.

## Safety Seminar

Guest Speaker: 1 \_\_\_\_\_ Moore  
 Classes offered in: 2 \_\_\_\_\_  
 Age groups: under thirteens, 3 \_\_\_\_\_  
 year-olds and adults  
 Cost Student classes: 4 £ \_\_\_\_\_ a month  
 Adult classes: 5 £ \_\_\_\_\_ a month  
 Address: 6 \_\_\_\_\_  
 For more information visit our website:  
[www.safeandsound.com](http://www.safeandsound.com)

- b) Listen again and note down key words. In groups reconstruct the text.

## Speaking

- 3 Read the situations related to safety. Give advice to your friends.

A I want to go away for a weekend with my friends, but my parents think it's too dangerous to go without adults. I think we are old enough to take care of ourselves. How can I convince them it will be a safe trip?

B My friend spends a lot of time chatting online. The last time I was at her house she was giving out personal information in a chatroom. How can I convince her it isn't safe?

## Giving advice

- You should ...
- Why don't you ...?
- If I were you, I ...
- How about ...?

## Results

- This way ...
- Then, ...

## Writing

- 4 Read the extract from your friend's email. Write her an email giving advice about what she should do (80-100 words).

I want to take up skiing but my parents think it's too dangerous. They think I will break my leg or sprain my wrist. My friends started skiing last year and haven't had any injuries. My parents are too strict. What can I do to change their minds?

Love,  
Sara

- Para 1: express sympathy  
 Para 2: give advice & possible results  
 Para 3: wish them good luck

## Speaking

- 5 Look at the school education system in the UK. Compare it to the education system in your country.

## UK School Education

>22	Higher Education/Post Graduate
19-22	Higher Education/Graduate Diploma (university)
16-18	Secondary School/General Vocational
13-15	Lower Secondary School
7-12	Primary School
5-6	Kindergarten

## Skills Practice 9

### Check these words

- trend = laid back
- pattern = fitted = baggy
- vest top = bed-head
- vintage clothing = tights
- plimsoll shoes = leather

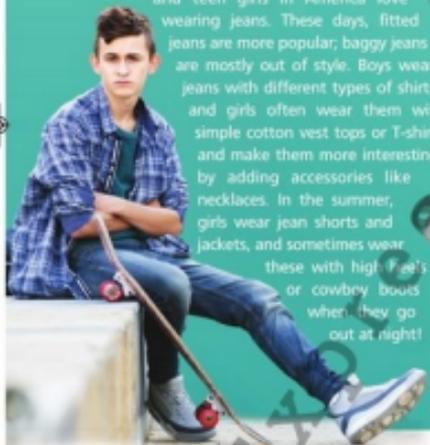
### Speaking & Reading

1 Look at the pictures. What do you think American and British teens like wearing?

🔊 Listen and read to find out.

America

American teens dress in a more classic way, and don't focus on trends as much as British teens do. Their style is more casual, laid-back and comfortable, and they don't mix and match patterns as much. Both teen boys and teen girls in America love wearing jeans. These days, fitted jeans are more popular; baggy jeans are mostly out of style. Boys wear jeans with different types of shirts, and girls often wear them with simple cotton vest tops or T-shirts, and make them more interesting by adding accessories like necklaces. In the summer, girls wear jean shorts and jackets, and sometimes wear these with high-heeled shoes or cowboy boots when they go out at night!



What do they wear?

UK

British teens are famous for their individual sense of style that makes it seem like they just 'throw on' their clothing. They like to have fun with fashion. They mix prints, patterns and styles and never look too polished. Many go out with 'bed-head hair', and vintage clothing, which is called the 'festival look'. Of course, the chilly and rainy weather in the UK determines what teens wear. Many girls wear skirts and shorts with black tights, and instead of flip-flops, they usually wear plimsoll shoes made from canvas. Both boys and girls own leather jackets, blazers and scarves, which keep them warm and stylish. Girls often carry cute umbrellas with them in case it rains.



2 Read the text and mark the sentences R (right), W (wrong) or DS (doesn't say).

- 1 American teens' style is less laid back than that of British teens. ....
- 2 American teens wear jeans with almost everything. ....
- 3 American girls sometimes wear skirts. ....
- 4 British teens base their fashion on the weather. ....
- 5 British girls usually wear flip-flops. ....

## Skills Practice 9

## 3 Complete the sentences.

- 1 In America, baggy jeans .....
- 2 Teen boys in America wear different types of shirts with their .....
- 3 British teens are well-known for their .....
- 4 British teens often mix and match .....
- 5 British teen girls often wear skirts or shorts with .....

4  Give a new title to the text.

## Use of English

## • Order of adjectives

**Opinion adjectives** go before fact adjectives

*a nice cotton T-shirt*

When there are two or more adjectives in a sentence, they usually go in this order:

**Opinion** *beautiful*

**Size** *small*

**Age** *old*

**Shape** *rectangular*

**Colour** *red*

**Origin** *Chinese*

**Material** *silk*

**Noun** *scarf*

**NOTE:** Some adjectives can be used with **the** as nouns to talk about groups of people in general. These are: **the deaf, the elderly, the homeless, the hungry, the old, the rich, the sick, the strong**, etc. *The old often suffer from loneliness.* (=the old people)

## 5 Put the adjectives in the correct order.

- 1 He wants a ..... (leather, large, brown) jacket.
- 2 She bought a ..... (beautiful, denim, American) shirt.
- 3 She gave me a(n) ..... (old, expensive, gold) ring.
- 4 She is wearing a ..... (black, long, silk) gown.
- 5 She has a ..... (wooden, wonderful, Spanish, eighty-year-old) box.

## 6 Fill in the where necessary.

- 1 They carried ..... injured to the hospital.
- 2 ..... rich are often unhappy.
- 3 ..... homeless people need our help.
- 4 ..... deaf people are hard of hearing.

## • Prepositions

7 Fill in: *by, in, for, with* (x2).

- 1 She usually wears skirts ..... black tights.
- 2 Terry usually dresses ..... comfortable clothes.
- 3 You can make a black dress interesting ..... adding a colourful accessory.
- 4 Karen is famous ..... her great sense of style.
- 5 Some teens have fun ..... fashion.

## Speaking

8  Compare the style of British teens to that of American teens.

*British teens are more concerned with individual style. American teens have a more classic look.*

## Writing

9  Collect information about teen fashion in your country and write an article for the school magazine (100–120 words). Write:

Teens in my country dress in ... . They ... on fashion ... British teens. Their style is ... . Teen boys mostly wear ... . Teen girls ... . They also wear ... . In cold weather, they ... . Girls also like wearing ...

## Word List

## Key to Phonetic Symbols

## Vowels and diphthongs

ɑː	calm, ah	ɔː	claw, faun
ɪ	heart, far	ɔɪ	boy, joint
æ	act, mass	u	could, stood
aɪ	drive, cry	uː	you, use
aɪə	fire, tyre	ʊə	lure, pure
aʊ	out, down	ɜː	turn, third
aɪə	flour, sour	ʌ	fund, must
e	met, lend, pen	ə	the first vowel in about
ɔɪ	say, weight	ə	the first vowel in forgotten
eɪ	fair, care	i	the second vowel in very
i	fit, win	u	the second vowel in actual
iː	feed, me		
ɪə	near, beard		
ɪ	lot, spot		
oʊ	note, coat		

## Consonants

b	bed, rub	s	soon, bus
d	done, red	t	talk, bet
f	fit, if	v	van, love
g	good, dog	w	win, wool
h	hat, horse	w	why, wheel
j	yellow, you	x	loch
k	king, pick	z	zero, buzz
l	lip, bill	ʃ	ship, wish
l	lip, bill	ʒ	measure
l	lip, bill	ʒ	measure
m	mat, ram	ɹ	ring, working
n	not, tin	ʃ	cheap, witch
ŋ	hidden,	θ	thin, myth
ŋ	written	ð	then, bathe
p	pay, lip	θ	then, bathe
r	run, read	θ	joy, bridge

## Abbreviations

adj	adjective
adv	adverb
conj	conjunction
det	determiner
n	noun
num	number
phr	phrase
phr v	phrasal verb
pl n	plural noun
prep	preposition
pro	pronoun
v	verb

## English

## Kazakh

## Russian

## Module 1 – Hobbies &amp; Leisure

## Ta

<b>adventurer</b> (n) /ədventʃərə/
<b>concentration</b> (n) /kɒnsəntrəʃən/
<b>field</b> (n) /fi:ld/
<b>follower</b> (n) /fɒləʊə/
<b>hit</b> (v) /hɪt/
<b>hurt</b> (adj) /hɜ:t/
<b>I don't mind</b> (phr)
<b>last</b> (v) /lɑ:st/
<b>online</b> (adv) /ɒnlaɪn/
<b>painful</b> (adj) /peɪnfl/
<b>paint</b> (n) /peɪnt/
<b>screen</b> (n) /skri:n/
<b>spy</b> (n) /spaɪ/
<b>square-eyed</b> (adj) /skweɪəɪd/
<b>stare</b> (v) /steə/
<b>support</b> (v) /sə'pɔ:t/
<b>take roles</b> (phr)
<b>talented</b> (adj) /tæləntəd/
<b>tournament</b> (n) /tʊə'næmənt/
<b>woods</b> (pl n) /wɔ:dz/

авантюрист
зейін салушылық
алқап
ізбасар, жинаушы
соғу, ұру
жаралым
Мен қарым емеспін.
жағасы, созылу
Интернетте, онлайнда
жағға бататын, ауырталтын
сурет, бояу
арна
тыңшы, жасырын агент
көзі шарасынан шығу
көз алмай қарау
қолдау, қамтамасыз ету
рөлдерді ойнау
таланты, дарынды
турнир, сайыс
ормандар

авантюрист
сосредоточенность
поле
последователь, сторонник
ударить
раненый
Я не возражаю
продолжаться, длиться
в Интернете, в режиме онлайн
причиняющий боль, болезненный
рисунки, краски; окраска
звран
шпion; тайный агент
удивиться
пристально глядеть,
поддерживать, обеспечивать
исполнять роли
талантливый одаренный
турнир, соревнование
лес

## Tc

<b>birds of prey</b> (phr)
<b>breath-taking</b> (adj) /'breɪtʃteɪkɪŋ/
<b>breeding programme</b> (n) /'brɪdɪŋ 'prɒɡræmə/
<b>bright</b> (adj) /braɪt/
<b>conqueror</b> (n) /kɒŋkə'reɪ/
<b>dive</b> (v) /daɪv/
<b>falconer</b> (n) /fɒlkənə/

жыртыш құстар
қармақты, керемет
бағдарламаның көбеюі
жарық; жаулап алушы
басқыншы, жеңімпаз
сүңгу, суға түсу
құсбегі

хищная птица
захватывающий, изумительный,
программа разведения,
разношерстный
яркий; блестящий завоеватель
покоритель
нырять, бросаться в воду
соколиный охотник

English	Kazakh	Russian
<b>falconry</b> (n) /'fɒlkənri/ <b>flight</b> (n) /flaɪt/ <b>gaze</b> (n) /geɪz/ <b>identity</b> (n) /aɪdenti'ti/ <b>invention</b> (n) /ɪnvenʃən/ <b>national</b> (adj) /'næʃənəl/ <b>proud</b> (adj) /praʊd/ <b>return</b> (v) /rɪ'tʃən/ <b>sanctuary</b> (n) /sæŋktʃəri/ <b>soar</b> (v) /sɔː/ <b>symbol</b> (n) /'sɪmbəl/ <b>take up</b> (phr v) /teɪk 'ʌp/ <b>wingspan</b> (n) /'wɪŋspæn/	құс салу ұшу көз айырағы қарау тұлғалық, өзгешелік офертабас ұлттық мақтан тұту оралу, қайтып келу кері қарай, кейін қарай қорық, самғау символ, эмблема ауыстыру түсіру, жою	сокольная охота полет (пристальный) взгляд индивидуальность, своеобразие изобретение национальный гордиться возвращаться, идти обратно заповедник взлетать символ, эмблема снимать, удалять перемещать
<b>Te</b> <b>balance</b> (n) /'bæləns/ <b>combine</b> (v) /kəm'baɪn/ <b>discipline</b> (n) /dɪ'sɪplɪn/ <b>have in common</b> (phr) <b>healthy</b> (adj) /'heəlθi/ <b>latest</b> (adj) /'leɪtst/ <b>lifestyle</b> (n) /'laɪfstaɪl/ <b>martial arts</b> (pl n) /'mɑːtʃəl 'ɑːts/ <b>pastime</b> (n) /'pæstɪm/ <b>physical fitness</b> (n) /'fɪzɪkəl 'fɪtnəs/ <b>respect</b> (n) /rɪ'spekt/ <b>street fashion</b> (n) /stri:t 'fæʃən/ <b>thrill</b> (n) /θrɪl/ <b>workout</b> (n) /'wɜːkaʊt/	теңе-теңдік бірлестірілу, үйлестіру пән ортақ мүддесі болу дені сау өте көш, ең соңғы кейін, бейне; өмір сүру салты әсеріне өнер ойын-сауық, ермек дене дауылығы құрмет көше стилі толқу, қобалжу жаттығу, жаттықтыру	равновесие объединять, сочетать дисциплина, порядок иметь что-то общее здоровый самый последний; самый последний образ, стиль жизни боевые искусства развлечения, забавы физическая подготовка уважение увлеченный стиль волнение тренировка
<b>If</b> <b>become</b> (v) /brɪ'keɪm/ <b>contain</b> (v) /kən'teɪn/ <b>couch potato</b> (n) /kaʊtʃ 'ptetəʊ/ <b>fat</b> (n) /fæt/ <b>healthy</b> (adj) /'heəlθi/ <b>instead of</b> (prep) /ɪn'steɪd əv/ <b>junk food</b> (n) /dʒʌŋk fuːd/ <b>plenty of</b> (pro) /'plenti əv/ <b>soft drink</b> (n) /sɒft 'drɪŋk/ <b>tasty</b> (adj) /teɪsti/ <b>tune</b> (n) /tuːn/ <b>turn on</b> (phr v) /tɜːn 'ɒn/	болу; іскерім жату қамту; сыйдау; сыйдыру жатып жеруіден шықпайтын (адам) маң дені сау бір нәрсенің орнына шайтасыз тамақ көп, көптеген алкогольсіз сусын дәмді кәңіл-күй, жай-күй, үйлесімділік қосу	становится, делаться содержать; вмещать лежачка, сидень; домосед жир здоровый вместо чего-л., взамен чего-л. нездоровая пища много, множество безалкогольный напиток вкусный настроение, состояние; гармония включать
<b>Module 2 – Communication &amp; Technology</b>		
<b>Za</b> <b>desert island</b> (n) /dɪ'zɜːt 'aɪlənd/ <b>golden</b> (adj) /'gəʊldən/ <b>greet</b> (v) /gri:t/ <b>human race</b> (n) /'hju:mən reɪs/ <b>inhabitant</b> (n) /ɪn'hæbɪtənt/ <b>launch</b> (v) /lɔːnʃ/	сәлсіз арал алтын; алтындай амаңдасу, сәлемдесу адамзат, адам ұрпағы тұрғын, мекендеуші (қандай бір әрекетті) бастау	необитаемый остров золотистый приветствовать, здороваться человечество, род человеческий житель, обитатель начинать (какие-л. действия), запускать

## Word List

English	Kazakh	Russian
<p>messenger (n) /ˈmesɪndʒə/</p> <p>mission (n) /mɪʃən/</p> <p>represent (v) /rɪˈprezənt/</p> <p>solar system (n) /səˈlɑː sɪstəm/</p> <p>space exploration (n) /speɪs ɪkspləˈreɪʃən/</p> <p>spacecraft (n) /ˈspeɪskrɑːft/</p> <p>transmit (v) /trænzˈmɪt/</p> <p>whale (n) /weɪl/</p>	<p>шабарман, курьер</p> <p>миссия</p> <p>әкіреті, ұсыну</p> <p>күн жүйесі</p> <p>ғарыштақ, зерттеу</p> <p>ғарыш кемесі</p> <p>тапсыру, (зағты) қайтару</p> <p>кит</p>	<p>посылный; курьер</p> <p>миссия</p> <p>представлять</p> <p>солнечная система</p> <p>космические исследования;</p> <p>космический корабль</p> <p>передавать, отдавать</p> <p>кит</p>
<p><b>2c</b></p> <p>bank account (n) /bæŋk əkaʊnt/</p> <p>contact (v) /kənˈtækt/</p> <p>doorknob (n) /ˈdɔːknɒb/</p> <p>heating system (n) /ˈhiːtɪŋ ˈsɪstəm/</p> <p>nanotechnology (n) /ˌnænəˈteknələdʒi/</p> <p>run out of (phr v) /rʌn ˈaʊt ɒv/</p> <p>transform (v) /trænzˈfɔːm/</p>	<p>банктегі шоты</p> <p>байланыстыру, қарым-қатынас жасау</p> <p>есіктің тұтқасы</p> <p>жазумен қамтамасыз ету</p> <p>нанотехнология</p> <p>шығыңдау, (ақшаы) жұмсау</p> <p>өзгерту, қайта жасау, (басқар) әкіретке айналдыру</p>	<p>счёт в банке</p> <p>связываться; общаться</p> <p>дверная ручка</p> <p>теплоснабжение</p> <p>нанотехнология</p> <p>израсходовать</p> <p>видоизменить, преобразовывать</p> <p>превращать</p>
<p><b>2e</b></p> <p>be full (phr)</p> <p>gift (n) /ɡɪft/</p> <p>good manners (pl n) /ɡʊd ˈmænəz/</p> <p>host (n) /həʊst/</p> <p>pastry (n) /ˈpeɪstri/</p> <p>recently (adv) /rɪˈsɛntli/</p> <p>right (adj) /raɪt/</p> <p>rude (adj) /ruːd/</p> <p>social situation (n) /soʊʃəl sɪˈtʃuːʃən/</p> <p>sweet (n) /swiːt/</p> <p>the sick (n) /ðə sɪk/</p> <p>wedding (n) /ˈwedɪŋ/</p>	<p>толы болу</p> <p>сыйлық</p> <p>мінез-құлық жақсы</p> <p>іне; қосқа; күшілпін</p> <p>пісірілген (тамақ)</p> <p>жақында, жақын арада</p> <p>дұрыс, тура, дәлім-дал</p> <p>дәресі</p> <p>әлеуметтік жағдай</p> <p>тәтті</p> <p>аурулы</p> <p>тәй; үйлену тойы</p>	<p>быть полным</p> <p>подарок</p> <p>мелочный хорошие манеры</p> <p>хозяйн</p> <p>выпечка</p> <p>недавно</p> <p>правильно, верно; точно</p> <p>грубый</p> <p>социальная ситуация</p> <p>сладость</p> <p>больные</p> <p>свадьба</p>
<p><b>2f</b></p> <p>better standard of living (phr)</p> <p>by hand (phr)</p> <p>coal (n) /kəʊl/</p> <p>coal mining industry (n) /kəʊl maɪnɪŋ ˈɪndʌstri/</p> <p>factory (n) /ˈfæktəri/</p> <p>housing (n) /ˈhaʊzɪŋ/</p> <p>improve (v) /ɪmˈpruːv/</p> <p>industrial (adj) /ɪnˈdʌstriəl/</p> <p>make cloth (phr)</p> <p>mine (n) /maɪn/</p> <p>overcrowded (adj) /ˌoʊvəˈkraʊdɪd/</p> <p>power (v) /paʊə/</p> <p>spread (v) /spred/</p> <p>steam (n) /stiːm/</p> <p>thread (n) /θred/</p> <p>twist (v) /twɪst/</p> <p>wage (n) /weɪdʒ/</p> <p>working conditions (pl n) /ˈwɜːkɪŋ kənˈdɪʃnz/</p>	<p>өмір сүру деңгейі жақсы</p> <p>қолдан қолға</p> <p>көмір</p> <p>көмір шығаратын кәсіпорын</p> <p>фабрика</p> <p>үй-жай, тұрғын үй</p> <p>жақсарту</p> <p>индустриалды, өнеркәсіптік</p> <p>өрнек тоқу</p> <p>кен, шахта</p> <p>лық толы</p> <p>күш; күш-қуат</p> <p>жаю, тарату</p> <p>бу, түтін</p> <p>жіп, жай ағым, жолақ</p> <p>шпирату, тоқу</p> <p>жалақа, еңбекқақ</p> <p>еңбек шарты</p>	<p>лучший уровень жизни</p> <p>из рук в руки</p> <p>уголь</p> <p>уголедобывающая промышленность</p> <p>фабрика</p> <p>помещение; жильё</p> <p>улучшать</p> <p>индустриальный, промышленный</p> <p>ткать</p> <p>рудник; шахта</p> <p>переполненный</p> <p>сила, мощь</p> <p>распространять</p> <p>пар, дым</p> <p>нитка, нить, струйка, полоска</p> <p>скручивать, сплетать</p> <p>заработная плата</p> <p>условия труда</p>

English	Kazakh	Russian
<b>2g</b> chat (v) /tʃæt/ damage (v) /ˈdæmɪdʒ/ distract (v) /dɪˈstrækt/ harmful (adj) /ˈhɑːmlf/ neglect (v) /nɪˈɡlekt/ screen (n) /skriːn/ sensibly (adv) /ˈsensəblɪ/ tool (n) /tuːl/ topic (n) /ˈtɒpɪk/	аңғимелесу, сөйлесу бұзып алу, бүлдіріп алу алаңдату зиянды елемесу, жаратпау аяна ақалмен, саналы түрде құрал, құрал-сайман тақырып	беседовать, разговаривать повреждать, портить отвлекать вредный пренебрегать экран разумно; благоразумно инструмент тема
<b>Module 3 – Holidays &amp; Travel</b>		
<b>3a</b> alive (adj) /əˈlaɪv/ culture (n) /ˈkʌltʃə/ dense (adj) /dens/ feel (v) /fiːl/ make my way (phr) mouth of the river (phr) nightfall (n) /ˈnaɪtˌfɔːl/ nothing compares to (phr) opportunity (n) /ˌɒpəˈtjuːnəti/ the time of my life (phr) winding (adj) /ˈwaɪndɪŋ/	жаңы, тірі мәдениет тығыз, тығыздалған, қою сезіну өз жолымен жүру өзеннің сағасы ымырт тырнағана да тұрмау мүмкіндік, мүмкіншілік өмірінің бір бөлшегі бұрандалған, ирек, иректі	живой культура плотный, сжатый, густой чувствовать пойти своим путём устье реки сумерки; наступление ночи ничто не стоит возможность частичка моей жизни извилистый, изогнувшийся
<b>3c</b> airline (n) /ˈaɪəlaɪn/ board (v) /bɔːd/ break the law (phr) charge (v) /tʃɑːdʒ/ content (n) /ˈkɒntent/ customs officer (n) /ˈkʌstəms ˈɒfɪsə/ declare (v) /dɪˈkleɪə/ import (v) /ɪmˈpɔːt/ liquid (n) /ˈlɪkwɪd/ lost (adj) /lɒst/ luggage (n) /ˈlʌɡɪdʒ/ missed flight (phr) poison (n) /ˈpɔɪzən/ preserve (v) /prɪˈzɜːv/ release (v) /rɪˈliːs/ reptile (n) /ˈreɪptal/ scorpion (n) /ˈskɔːpiən/ specimen (n) /ˈspɛsmən/ story (n) /ˈstɔːri/	әуе жолы ұшаққа отырып алу заңды бұзу айыптау мазмұны кеден қызметкері көрсету, мәлімдеу импорттау сұйық жоғалған жүк сәтсіз ұшу у сақтау босату, шығару жәғымпаз шаян үлгі, жоба, дана аңғиме	авиалиния проводить посадку нарушить закон обвинять содержание таможенник указывать, декларировать импортировать жидкость потерянный багаж неудачный полёт яд сохранить отпустить, выпустить подползает скорпион образец, образчик; экземпляр рассказ
<b>3e</b> argument (n) /ˈɑːɡjʊmənt/ at a full gallop (phr) cockroach (n) /ˈkɒkroʊtʃ/ crowd (n) /kraʊd/ grab (v) /græb/ handkerchief (n) /ˈhæŋkətʃɪf/ lean down (phr)	дәлел, дәл, талас шоқжырастан таракан тобыр, топ жұлып алу, ұстап алу қол орамал ұрып жіғу	довод, спор галопом таракан толпа схватывать, хватать носовой платок сбивать с ног

## Word List

English	Kazakh	Russian
<p>on display (phr)</p> <p>race (n) /reɪs/</p> <p>saddle (n) /sædəl/</p> <p>snatch (v) /snætʃ/</p> <p>speed (n) /spi:d/</p>	<p>кормеке қойылатын</p> <p>байге, жарыс</p> <p>ер</p> <p>жармасу</p> <p>жылдамдық</p>	<p>экспонруемый</p> <p>сідача, гонка</p> <p>седло</p> <p>хватать</p> <p>скорость</p>
<p><b>3f</b></p> <p>ancient times (phr)</p> <p>body of water (phr)</p> <p>border (v) /bɔ:də/</p> <p>connected (adj) /kə'nektəd/</p> <p>enclosed (adj) /ɪn'kləʊd/</p> <p>flow (v) /fləʊ/</p> <p>for sure (phr)</p> <p>freshwater lake (n) /'frefʃwə'teɪk/</p> <p>however (adv) /haʊ'evə/</p> <p>including (prep) /ɪn'klu:dɪŋ/</p> <p>lose (v) /lʊz/</p> <p>northern (adj) /'nɔ:ðən/</p> <p>outlet (n) /aʊt'let/</p> <p>produce (v) /prə'dju:s/</p> <p>through (adv) /θru:/</p> <p>wildlife (n) /'waɪldlaɪf/</p>	<p>ерте заманда</p> <p>суарынасы</p> <p>шекара</p> <p>байланған</p> <p>салынған</p> <p>ағу, құйылу, сорғалау</p> <p>албетте, міндетті</p> <p>шағын мүйіз</p> <p>дегенмен</p> <p>қоса алғанда, қоса есептегенде</p> <p>жоғалту, айырылып қалу</p> <p>солтүстік</p> <p>шығу</p> <p>өндіру</p> <p>арқалы</p> <p>жабайы табиғат</p>	<p>древние времена</p> <p>водоём</p> <p>граница</p> <p>связанный</p> <p>включённый</p> <p>течь, литься</p> <p>безусловно</p> <p>включая</p> <p>однако</p> <p>включая, в том числе</p> <p>терять, лишиться</p> <p>северный</p> <p>выход</p> <p>производить</p> <p>насквозь, через</p> <p>живая природа</p>
<b>Module 4 – Space &amp; Earth</b>		
<p><b>4a</b></p> <p>authorities (pl n) /ə'θɔ:ətəz/</p> <p>conservationist (n) /kən'sə'veɪʃənɪst/</p> <p>cultural site (n) /kʌl'tʃərəl saɪt/</p> <p>damage (n) /dæmɪdʒ/</p> <p>giant (adj) /dʒaɪənt/</p> <p>global warming (n) /'glɔ:bəl 'wɔ:rnɪŋ/</p> <p>humid (adj) /'hju:mɪd/</p> <p>melting ice (n) /'melɪŋ aɪs/</p> <p>mystical (adj) /'mɪstɪkəl/</p> <p>power (n) /paʊə/</p> <p>preserve (v) /prɪ'veɪz/</p> <p>responsible for (adj) /rɪ'spənsə'bəl fɔ:/</p> <p>rising sea (n) /raɪzɪŋ si:/</p> <p>sandstone (n) /sænd'stoʊn/</p> <p>survive (v) /sə'vaɪv/</p> <p>threaten (v) /θreɪtən/</p> <p>vegetation (n) /'vedʒətə'n/</p> <p>worship (v) /'wɔ:ʃɪp/</p>	<p>билік; өкімет</p> <p>табиғат ресурстарды қорғаушы</p> <p>мәдени мұра; жерлер</p> <p>зиян, зақал</p> <p>аламат, алып</p> <p>жалпы дүниелік жылыну</p> <p>ылғыз; алғалды</p> <p>еріген су</p> <p>мистикалық</p> <p>қуш</p> <p>сақтау</p> <p>бірнәрсеге жауапты</p> <p>су деңгейінің көтерілуі</p> <p>құмдақ</p> <p>аман қалу, тірі қалу</p> <p>қорқыту, сескендіру</p> <p>өсімдік</p> <p>бас иіу</p>	<p>власть</p> <p>защитник природных ресурсов</p> <p>культурная достопримечательность</p> <p>вред, повреждение</p> <p>гигантский, огромный</p> <p>глобальное потепление</p> <p>влажный, сырой</p> <p>тающие льды</p> <p>мистический</p> <p>сила</p> <p>сохранять</p> <p>ответственный за что-либо</p> <p>повышение уровня воды</p> <p>песчанник</p> <p>выжить</p> <p>грохнуть, угрожать</p> <p>растительность</p> <p>поклоняться</p>
<p><b>4c</b></p> <p>aim (v) /eɪm/</p> <p>astronaut (n) /ə'strɔ:nɔ:t/</p> <p>average (adj) /'ævərɪdʒ/</p> <p>be worth (phr)</p> <p>board (n) /bɔ:d/</p> <p>close (adj) /kləʊz/</p> <p>dream (n) /dri:m/</p> <p>exploration (n) /ɪksplə'reɪʃən/</p>	<p>(бір нәрсеге) ұмтылу, ниғталу</p> <p>астронавт, ғарышкер</p> <p>орта, ортаңғы</p> <p>осыған лайық</p> <p>борт</p> <p>жақын</p> <p>арман</p> <p>зерттеу</p>	<p>стремиться к (чему-л.), надеяться</p> <p>астронавт, космонавт</p> <p>средний</p> <p>этого стоить</p> <p>борт</p> <p>близкий</p> <p>мечта</p> <p>исследование</p>

English	Kazakh	Russian
gas (n) /gæs/ giant (adj) /dʒaɪənt/ great (adj) /ɡreɪt/ human (n) /hju:mən/ journey (n) /dʒɑ:ni/ land (n) /lənd/ leap (n) /li:p/ mankind (n) /mæŋkɑ:nd/ mission (n) /mɪʃən/ remote (adj) /rɪˈməʊt/ rocky (adj) /rɒki/ rush hour (n) /rʌʃ ˈaʊə/ solid (adj) /sɒlɪd/ space agency (n) /speɪs ˈeɪdʒənsi/ step (n) /steɪp/ surface (n) /sɜ:fəs/ turn sb's attention to (phr) wheel (n) /wi:l/	газ алып, дәу үлкен адам сайхат, сапар жер секіру, қарғу адамзат миссия қашық, алыс, шалғайдағы жартасты, құзды қарбалас сәт қатты ғарыш агенттігі қадам үсті бірнәрсеге зейінін аудару доңгелек	газ гигантский, огромный большой человек путешествие, поездка земля прыжок, скачок человечество миссия дальний, далекий, отдаленный каменистый, скалистый час пик твердый космическое агентство шаг поверхность сосредоточивать внимание на... колесо
<b>4e</b> critically endangered (phr) disease (n) /dɪzɪz/ endangered species (pl n) /ɪnˈdeɪndʒəd ˈspɪʃi:z/ extinction (n) /ɪkˈstɪŋkʃən/ face (v) /feɪs/ fishing village (n) /fɪʃɪŋ ˈvɪlɪdʒ/ mammal (n) /mæməl/ overfishing (n) /ˌoʊvəˈfɪʃɪŋ/ overhunting (n) /ˌoʊvəˈhaʊntɪŋ/ steppe (n) /steɪp/ survive (v) /səˈvaɪv/ threaten (v) /θreɪt/ unique (adj) /juːˈneɪk/	жоюмын кетуге жақын ауру жоюмын бара (...) жатқан сур қарылу бетпе-бет тұру, өзгелесу балықшылар кесті сүтқоректі, сүтқоректі жануарлар шамадан тыс балық аулау шамадан тыс аң аулау дәлі, қауір тірі қалу қорықту бірегей	на грани исчезновения болезнь исчезающий вид вымирание стоять лицом к лицу, встречаться рыбачий посёлок млекопитающее чрезмерная рыбная ловля чрезмерная охота степь выжить угрожать уникальный
<b>4f</b> blanket (n) /ˈblæŋkɪt/ chemical (n) /kæmɪkəl/ extinct (adj) /ɪkˈstɪŋkt/ gas (n) /gæs/ harmful (adj) /hɑ:mfl/ ozone layer (n) /ˌoʊzən ˈleɪə/ ray (n) /reɪ/ surround (v) /səˈraʊnd/	көрпе химият қарыптан газ зиянды озонды қабап нұр, сәулелер қоршау	одеяло химикат вымерший газ вредный озоновый слой луч окружать
<b>4g</b> fume (n) /fju:m/ increase (v) /ɪnˈkri:z/ poison (v) /pɔɪzən/ reduce (v) /rɪˈdju:s/ smog (n) /smɒɡ/ vehicle (n) /ˈvi:kl̩/	түгін, газ, булану арттыру, күшейту улағдыру, улау азайту тұнша, түгін қолж құрамы	дым, газы, испарение увеличивать; усиливать отравлять уменьшать смог (густой туман с дымом и копотью) транспортное средство

## Word List

English	Kazakh	Russian
<b>Module 5 - Reading for Pleasure</b>		
<p><b>Sa</b></p> <p>bank (n) /bæŋk/  bound (n) /baʊnd/  break the silence (phr)  burn (v) /bɜːn/  chase (v) /tʃeɪs/  coal-black (adj) /kɔːl blæk/  cry (v) /kraɪ/  darkness (n) /ˈdɜːknəs/  dense (adj) /dens/  depend on (phr v) /ɪdpeŋd ɒn/  dreadful (adj) /driːdfl/  drift (v) /drɪft/  enormous (adj) /ɪnɔːməs/  fog (n) /fɒg/  ground (n) /graʊnd/  hang (v) /hæŋ/  heart (n) /hɑːt/  helplessly (adv) /hɛlpɪslɪ/  high (adj) /haɪ/  horror (n) /hɒrə/  hound (n) /haʊnd/  impatiently (adv) /ɪmpeɪʃəntli/  leap down (phr)  look out (phr v) /lʊk ˈaʊt/  moor (n) /mɔː/  path (n) /pɑːθ/  plan (n) /plæn/  quick (adj) /kwɪk/  ruin (v) /ruːn/  shadow (n) /ˈʃædɔː/  shape (n) /ʃeɪp/  spring (v) /sprɪŋ/  stare (v) /steə/  step (n) /steɪp/  success (n) /sʌksɪs/  track (n) /træk/  uncertain (adj) /ʌnɪʃən/</p>	<p>жага  шекера, шегі  тыныштықты бұзу/сойлей бастау  жағу, жағын жіберу  қуу, сойына түсу  көмірдей қара  айғайлау  қараңғы  көп, тығыз  тәуелді болу  қорқынышты, сұрдық  ауыстыраулы, жылжытылау  алшамсадай, дәу  тұман  жер  іліну  жүрек  дәрменсіз  биік  қорқынш  аңшы ит, таза  тағатысадан  секіріп түсу  сақ бол  шөптесін батпақ  жалғыз аяқтал  жоспау  тез, жылдам  крату  көлеңке  пішін, нысан, түр  арықлау, шұрлану  көз алмау  қадам  жетістігі  із, ізі  белгісіз</p>	<p>берег  граница, предел, рубеж  нарушить молчание, заговорить  жечь, сжигать  гнаться, преследовать  чёрный как смоль  кричать  темнота  густой, плотный  зависеть от...  Ужасный, страшный  сметаться, сдвигаться  громоздкий, огромный  туман  земля  висеть  сердце  беспомощно  высокой  ужас  одотычица собака; гончая; борзая  с нетерпением  спрыгнуть  осторожно  торфяник  дорожка, тропинка  план  быстрый  разрушать  тень  форма, очертание, вид  рассветать  пристально смотреть  шаг  успех  след, отпечаток  неопределённый</p>
<p><b>Sb</b></p> <p>be long (phr)  blossom (n) /ˈblɒsəm/  chamber (n) /ˈtʃæmbər/  chase (v) /tʃeɪs/  creature (n) /kriːtʃə/  cry (v) /kraɪ/  disappear (v) /dɪsəˈpiə/  force (v) /fɔːs/  frightened (adj) /ˈfraɪnd/  get used to (phr)  hide (v) /haɪd/  hunt (v) /hʌnt/</p>	<p>ұзақ болу  гүлдену  камера, бұрыш, болме  ізіне түсу, қуу  жаратылыс  айғайлау  гайып болу  мажбүрлеу, күштеу  қорыққан  үйреніп кету  тығу, жасыру  аулау</p>	<p>быть долгим/длинным  цветение  камера, отсек, комната  преследовать, гнаться  существо, создание  кричать  исчезать  заставлять, принуждать  испуганный  привыкнуть  прятать, скрывать  охотиться</p>

English	Kazakh	Russian
light (n) /laɪt/	жарық, жарықтандыру	свет; освещение
machine (n) /məʃiːn/	машине	машина
match (n) /mætʃ/	жарыс, матч	состязание, матч
passage (n) /ˈpɑːsɪdʒ/	үзінді	отрывок
pick (v) /pɪk/	таңдау	выбирать
powerful (adj) /ˈpaʊəfʊl/	күшті	сильный
realize (v) /ˈriːəlaɪz/	түсіну, зердесіне жету	понимать, осознать
reply (v) /rɪˈplaɪ/	жауап беру	ответить
rest (v) /rest/	демалу	отдыхать
run away (phr v) /rʌn əweɪ/	(бір нәрседен) бас тарту, қашу	уклоняться от (чего-л.); избегать
seem (v) /siːm/	ұқсап бағу, ... Көріну	казаться
splendid (adj) /splendɪd/	көрмет	великолепный
surface (n) /ˈsʌrfəs/	үсті	поверхность
sweet-smelling (adj) /swiːt smelɪŋ/	хаш иісті	душистый
underground (adv) /ˌʌndəgraʊnd/	жер астында	под землей
valley (n) /ˈvælɪ/	алқап	долина
vanish (v) /ˈvænɪʃ/	жоқ болу, жоғалу	исчезать, пропадать
well (n) /wel/	құдық	колодец
whisper (v) /ˈwɪzəpə/	сыбыр	шепөт
<b>Sc</b>		
act (n) /ækt/	арекет	действие
approach (v) /əˈprəʊtʃ/	жақындау, жақындап кету	подходить, приближаться
battle (n) /ˈbætl/	шайқас	сражение
branch (n) /bræntʃ/	бөлім	отделение
commit (v) /kəˈmɪt/	істеу, жасау	совершать
dead (n) /ded/	өлі	мертвый
defeat (v) /dɪˈfiːt/	жеңіске жету	одержать победу (над кем-л.)
dwell (v) /dwell/	өмір сүру	жить
enemy (n) /ˈenəmi/	жау	враг
face (v) /feɪs/	қайтығыңду	сталкиваться
fall asleep (phr)	ұйықтап кету	уснуть
fight (v) /faɪt/	күресу	бороться
glorious (adj) /ˈɡlɔːriəs/	көрмет	великолепный
golden age (n) /ˈɡəʊldən eɪdʒ/	Алтын ғасыр	Золотой век
grow old (phr)	қартайу	стареть
harmony (n) /ˈhɑːməni/	қайтесімділік	гармония
heaven (n) /ˈheɪvən/	көк аспан	небеса
human (adj) /ˈhjuːmən/	адам	человек
lose (v) /luːz/	жоғалту	потерять
monster (n) /ˈmɒnstə/	құбысқақ	монстр
peace (n) /piːs/	бейбітшілік	мир
poisonous (adj) /ˈpɔɪzənəs/	улы	ядовитый
power (n) /ˈpaʊə/	билік, күш	власть, сила
quest (n) /kwest/	іздеу	поиск
reach (v) /riːtʃ/	қол жеткізу	достигать
reign (n) /reɪn/	қоғалық	господство
release (v) /rɪˈliːs/	шығару	выпускать
remain (v) /rɪˈmeɪn/	қалу	оставаться
root (n) /ruːt/	түбір	корень
rule (v) /ruːl/	ерекше	правило
set free (phr)	босату	освобождать
slave (n) /sleɪv/	құл	раб
soul (n) /saʊl/	жан	душа

## Word List

English	Kazakh	Russian
take care of (phr)	қамқорлық жасау	заботиться
trunk (n) /'trʌŋk/	дңбесе	ствол
underworld (n) /'ʌndə'graʊnd wɜ:ld/	қылмыстық әлем	преступный мир
<b>Sd</b>		
address (v) /'ɒdres/	назар аудару	обращаться
agree (v) /ə'grɪ/	кейісу	согласиться
at once (phr)	берден, аезде	сразу
belong (v) /bɪ'lɒŋ/	тнесілі болу	принадлежать
camel (n) /'kæmə/	түйе	верблюд
camel driver (n) /'kæməl draɪvə/	түйе шабандозы	наводчик на верблюде
caravan (n) /'kærəvæn/	керуен	караван
chest (n) /tʃest/	кеуде	грудь
dig (v) /dɪg/	қаю	копать, рыть
disaster struck (phr)	жамандық шыға келді	разразилась беда
disease (n) /dɪ'zi:z/	ауру	болезнь
enter (v) /'entə/	ішіне кіру, ену	входить, проникать
except (prep) /ɪk'sept/	бұдан басқа	кроме
fail in a task (phr)	тәпсірмәдегі сәтсіздікке	терпит жеудаму в задаче
far and wide (phr)	барлық жерде	повсюду
farmer (n) /'fɑ:mə/	фермер	фермер
field (n) /fi:ld/	алақан	поля
fruit grow (phr)	жеміс-жидек бағы	фруктовый сад
gate (n) /geɪt/	қауа	ворота
gold (n) /gəʊld/	алтын	золото
hesitate (v) /'hezɪteɪt/	қобалау	колебаться
land (n) /lənd/	жер	земля
magic (n) /'mædɪk/	сиыртық	волшебство
nation (n) /'neɪʃən/	мемлекет, ұлт, ел	государство, нация, страна
need help (phr)	көмек қажет ету	нуждаться в помощи
neither ... nor (conj) /'ni:ðə nəz/	емес ... емес	ни ... ни ...
pass by (phr v) /'pas baɪ/	ескеріп өтудіңді	оставлять без внимания
pass the message (phr)	хабар жіберу	посылать сообщение
peacefully (adv) /'pi:sfʊli/	амыштық	мирно
poor (adj) /pʊə/	кедей	бедный
possess (v) /'pɒzes/	иелену	владеть, обладать
reply (v) /rɪ'plai/	жауап беру	отвечать
rich (adj) /rɪtʃ/	бай	богатый
seed (n) /si:d/	ұрық	семя
set free (phr)	босату	освобождать
sheep (n) /ʃi:p/	қойлар	овцы
shepherd (n) /'ʃepəd/	бақашы	пастух
slam shut (phr)	серіге жабу	прихлопывать
spring up (phr v) /'sprɪŋ ʌp/	пайда болу	возникать
tie (v) /taɪ/	байлау, буу	завязывать, привязывать
upside-down (adj) /'ʌpsaɪd daʊn/	ағын аспаннан келу	двом, вверх тормашками
be supposed to (phr)	күтілу	окандатыся
wise (adj) /waɪz/	даша	мудрый

English	Kazakh	Russian
<b>Module 6 – Entertainment &amp; Media</b>		
<b>6a</b>		
<b>action-packed</b> (adj) /ækʃən ˈpækt/ <b>alone</b> (adj) /əˈləʊn/ <b>battle</b> (n) /ˈbætl/ <b>cast</b> (n) /kɑːst/ <b>destroy</b> (v) /dɪˈstrɔɪ/ <b>direct</b> (v) /dɪˈrekt/ <b>feature</b> (v) /fiːʃə/ <b>mankind</b> (n) /ˈmæŋkaɪnd/	арекеті шектеулі жалғыз шайқас лақапыру талқандау бағыттау ерекшелік ақырату, адамды сипаттау	ограниченный в действиях одинокий сражение бросок разрушать направлять особенность отличать, характеризовать человечество
<b>plot</b> (n) /plɒt/ <b>race back</b> (phr) <b>solution</b> (n) /səˈluːʃən/ <b>universe</b> (n) /ˈjuːnɪvɜːs/ <b>war</b> (n) /wɔː/	астыртын соз байланысу басын қатыру шешім әлем, ғалам соғыс	заговор слово по слову решение вселенная война
<b>6c</b>		
<b>audience</b> (n) /ˈɔːdiəns/ <b>bass drum</b> (n) /bæs dɾʌm/ <b>biodegradable</b> (adj) /baɪəʊdɪˈɡreɪdəbəl/ <b>create</b> (v) /kriːeɪ/ <b>cucumber</b> (n) /ˈkjuːkʌmbə/ <b>depend on</b> (phr v) /dɪˈpend ɒn/ <b>environmentally-conscious</b> (adj) /ɪnˌvaɪrənməntli ˈkɒŋʃəs/ <b>found</b> (v) /faʊnd/ <b>high-quality</b> (adj) /haɪ ˈkwɒləti/ <b>leak</b> (n) /liːk/ <b>orchestra</b> (n) /ˈɔːkɪstrə/ <b>produce</b> (v) /prɒdʒʌs/ <b>pumpkin</b> (n) /ˈpʌmpkɪn/ <b>range from</b> (phr) <b>repertoire</b> (n) /ˈrepiˌwɔːr/ <b>sound</b> (n) /saʊnd/	көрермендер үлкен барабан биодegradable қуру қияр тәуелді экологиялы-санадылық негізін қалау жоғары бағалы сопақ басты шығ оркестр өндіру асқабак ... қорғалу репертуар дыбыс	публика; зрители большой барабан биоразлагаемый создать огурец зависит от... экологически сознательный основывать высококачественный лук-порей оркестр производить тыква охранять от... репертуар звук
<b>6d</b>		
<b>be on</b> (phr) <b>channel</b> (n) /ˈtʃænl/ <b>fancy</b> (v) /ˈfænsi/ <b>social drama</b> (n) /səʊəl ˈdrɑːm/	жүру арна елестету, қиямдау әлеуметтік драма	идти (о представлении и т.п.) канал воображать социальная драма
<b>6e</b>		
<b>accompany</b> (v) /əˈkʌmpəni/ <b>band</b> (n) /bænd/ <b>beggar</b> (n) /ˈbeggə/ <b>brass</b> (adj) /bræs/ <b>feature</b> (v) /fiːʃə/ <b>make from</b> (phr) <b>mouthpiece</b> (n) /ˈmaʊθpiːs/ <b>pear-shaped</b> (adj) /peə ˈʃeɪp/ <b>shew</b> (n) /ʃəʊ/ <b>string</b> (n) /strɪŋ/ <b>tube</b> (n) /tʌb/	алып жүру, сүйемелдеу, қостау топ қайырым мыс ақырату, мінездеме беру мүштік алмұрт тәрізді сіңір , тарамыс ішек қубар, керней	сопровождать группа нищий медный отличать, характеризовать сделать из (PHR) мундштук грушевидной сузюкжие, жала струна труба

## Word List

English	Kazakh	Russian
<b>6f</b> abuse (n) /ə'bi:ʊs/ benefit (n) /'benɪfɪt/ drop (v) /drɒp/ network (n) /'netwɜ:k/ purpose (n) /'pʊrps/ research tool (n) /rɪ'sɜ:tʃ tu:l/ valuable (adj) /'væljuəbəl/	теріс пайдаланушылық басымдылық лақтыру, серау желі мақсат ізденіс құралы бағалы	злоупотребление преимущество отбрасывать сеть цель инструмент исследования ценный
<b>6g</b> appeal (v) /ə'pi:l/ can't wait (phr) crime scene (n) /kraɪm si:n/ enemy (n) /'enəmi/ investigator (n) /ɪn'vestɪgətəz/ move (v) /mu:v/ powerful (adj) /'paʊəfəl/ save (v) /seɪv/ speed (n) /spi:d/	айналыну күте алмайды қылмыс орны жау тергеуші қозғау күшті құтқару жылдамдық	обратиться не может ждать место преступления враг следователь двигать сильный спасать скорость
<b>Module 7 - Natural disasters</b>		
<b>7a</b> breath (v) /breθ/ breeze (n) /briz/ gasp for air (phr) grab (v) /græb/ massive (adj) /'mæsɪv/ rescue (v) /reskjʊz/ roar (n) /rɔ:/ scream (v) /skri:m/ shine (v) /ʃaɪn/ swallow (v) /swɒləʊ/ wonder (v) /wʌndə/	дем алу самал жел зорға дем алу жармасу, ұстанау шомбал, алу құтқару ақау ысқыру, гүлдеу жарылу жұту таңғалдыру	дышать лёгкий ветерок, бриз тяжело дышать хватать, схватить массивный, огромный спасать рев свистеть, гудеть, сиять проглатывать удивлять
<b>7c</b> against (prep) /ə'geɪnst/ blow (v) /bləʊ/ collapse (v) /kə'læps/ distance (n) /dɪ'stəns/ escape (v) /ɪ'skeɪp/ gather (v) /'gæθə/ heavily (adv) /'heɪvli/ in all directions (phr) in pieces (phr) lie (v) /laɪ/ lift (v) /lɪft/ neighbour (n) /'neɪbə/ off his feet (phr) on record (phr) rain (v) /reɪn/ realise (v) /rɪəlaɪz/ shake (v) /ʃeɪk/ strong (adj) /strɒŋ/ terrified (adj) /tə'reɪd/	қарсы ұрау тандалану, құлдыру қашықтық бас тарту жинау ауыр жақпа тас талқан шығу отірік айту көтеру көрші омың ағынан жазылған жаңбыр сезіну, ұғыну сілку, қағу күшті қорыққан, шошыман	против веять, дуть разрушаться, обвалиться расстояние избежать собирать тяжело во всех направлениях разбитый, вдребезги лгать поднимать сосед от его ног (PHR) записанный дождь осознать тряссти; встраивать; сотрясать сильный испуганный

## Word List

English	Kazakh	Russian
trailer (n) /'treɪlə/ wind (n) /waɪnd/ wrap (v) /rəp/	пришен жол орау	пришен, трейлер ветер обертывать
<b>7d</b> get a shock (phr) in one piece (phr) minor (adj) /maɪnə/ oh dear (phr) rumbling (n) /'rʌmbəlɪŋ/ shelter (n) /'ʃeltə/ wander (v) /'wɒndə/	қатты күйзеліске ұшырай аман-есен аздаған аһ гүрсіл пана адасу	получить потрясение живой и здоровый незначительный ах грохот притон заблудиться
<b>7e</b> bum down (phr v) /bʌm 'daʊn/ collapse (v) /kə'leɪps/ crew (n) /kruː/ destroy (v) /dɪ'strɔɪ/ monument (n) /'mɒnjəmənt/ nail (n) /neɪl/ powerful (adj) /'paʊəfəl/ put out (phr v) /pʊt 'aʊt/ remain (v) /rɪ'meɪn/ remind (v) /rɪ'maɪnd/ seismic active zone (n) /'saɪzɪkəl 'æktɪv 'zɔːn/ spread (v) /spred/ straw (n) /strɔː/ survive (v) /sə'vaɪv/ wood (n) /wʊd/	түк қалдырмай жаңдырып жіберу күйреу, қырау команда жөво, қирату ескерткіш шеге мықты жөво, алып тастау қалу ескертү сейсмикалық белсенді зона тарату сабан тірі қалу сүрек	спавать отпа разрушиться, обвалиться команда разрушить намятник гвоздь сильный удалить оставаться напоминать сейсмическая активная зона распространять солома выжить древесина
<b>7f</b> base (n) /beɪs/ constable (n) /'kɒnstəbəl/ eyesight (n) /'aɪsɑɪt/ inspector (n) /ɪn'spektə/ patrol (v) /pə'trɔʊl/ police (n) /'pɒlɪs/ police force (n) /'pɒlɪs fɔːs/ sergeant (n) /'sɜːdʒənt/ supervision (n) /sʊpə'vɪʒən/	негіз констебль көзінің қоруы инспектор күзет полиция полиция полиция сержант бақылау	основа констебль зрение инспектор патруль полиция полиция сержант контроль
<b>7g</b> get struck (phr) injury (n) /ɪn'dʒəri/ lonely (adj) /'ləʊnli/ look forward to (phr v) /lʊk fɔːwəd tuː/ note (n) /nəʊt/ patience (n) /'peɪʃəns/ run out (phr v) /rʌn 'aʊt/ set off (phr v) /set 'ɒf/ shortcut (n) /'ʃɔːtkʌt/ snowmobile (n) /'snəʊməʊbəl/ survival skill (n) /sə'vaɪvəl skɪl/ survive (v) /sə'vaɪv/ wrap (v) /rəp/	жеңілу жарақаттану жалғыз бір нәрсеге дөңселену белгі қою/қоюға аудару шыдамдылық тауысу аттану қысқа жол қар жүретін көлік күшкеріс дағдасы күн қору тыстау/орау	быть поражённым ранение одинокий ждать/на что - либо делать заметку/обращать внимание терпение исчерпывать отправляться короткий путь снегоступ навык выживания выживать обертывать/упаковывать

## Word List

English	Kazakh	Russian
<b>Module 8 – Health &amp; Habits</b>		
<b>Sa</b>		
<b>boost</b> (v) /bu:st/ <b>catch up on sth</b> (phr v) /kætʃ ʌp on sʌθɪŋ/ <b>concentrate</b> (v) /kɒnsən'treɪt/ <b>familiar</b> (adj) /fə'mɪliə/ <b>full</b> (adj) /fʊl/ <b>lack</b> (n) /læk/ <b>on average</b> (n) /ɒn 'ævərɪdʒ/ <b>performance</b> (n) /pɔ:fɔ:məns/ <b>routine</b> (n) /ru:ti:n/ <b>sleep in</b> (phr v) /sli:p ɪn/ <b>snooze</b> (v) /snu:z/ <b>solution</b> (n) /sə'lju:ʃən/ <b>stomach</b> (n) /stə'mæk/ <b>stress</b> (n) /stres/ <b>suffer from</b> (phr) <b>tiredness</b> (n) /taɪədnes/	көтеру / дем беру (біреуде) қуу  жыналу, топталу таынас толық кемшілік орта есеппен түсінік жалқытаратын жұмыс түс мызғым алу шешім ақсаған / іш стресс азан тағу шаршау	повышать / стимулировать догосать что-либо  концентрироваться знакомый полный недостаток в среднем представление рутина сон выдремнуть решение желудок / живот стресс страдать от... усталость
<b>Sb</b>		
<b>carbohydrate</b> (n) /kɑ:bəu'hɑ:drət/ <b>dairy product</b> (n) /deəri 'prɒdʌkt/ <b>dehydrated</b> (adj) /di:haɪ'dreɪtəd/ <b>fuel</b> (n) /fju:əl/ <b>in good shape</b> (phr) <b>muscle</b> (n) /mʌsəl/ <b>repair</b> (v) /rɪ'peɪr/ <b>store</b> (v) /stɔ:ə/	көмірсутегі сүтті тағам сорғытылған отын жақсы формада бұзылғандық түзеу, орнықты қалпына келтіру сақтау	углевод молочный продукт обезвоженный топливо в хорошей форме мышцы чинить / восстанавливать хранить
<b>Sd</b>		
<b>coach</b> (n) /kəʊtʃ/ <b>fizzy drink</b> (n) /fɪzi 'drɪŋk/ <b>improve</b> (v) /ɪm'pru:v/ <b>level of fitness</b> (phr)  <b>make sure</b> (phr) <b>run</b> (v) /rʌn/ <b>take sb's advice</b> (phr)	жаттық бағдаршы / тәлімгер капиретін сусын жақсарту деңгей жаттығу дайындығы  өз жету жүгіру біреуден кеңес алу	тренер / наставник шипучий напиток улучшать уровень физической подготовленности удостовериться бежать принять совет от кого-либо
<b>Se</b>		
<b>ailment</b> (n) /aɪl'mənt/ <b>bacteria</b> (pl n) /bæk'tɪəriə/ <b>boost</b> (n) /bu:st/ <b>cold</b> (n) /kəʊld/ <b>diabetes</b> (n) /daɪə'bi:əs/ <b>energy</b> (n) /enədʒi/ <b>fermented</b> (adj) /fɛr'mentəd/ <b>helping hand</b> (n) /hɛlpɪŋ hænd/ <b>honey</b> (n) /'hʌni/ <b>kill</b> (v) /kɪl/ <b>mineral</b> (n) /mɪ'nərəl/ <b>poor circulation</b> (n) /pɔ:ə'sɜ:kjʊlə'sjən/ <b>prevents</b> (v) /pɪ'vents/ <b>vitamin</b> (n) /vɪ'taɪn/	сырғат бактерия көтеру сұм, тәуе қан диабеті энергия аппи бастаған компектесу бал өлтіру минерал нашар циркуляция ақпан алу, болдырмау дәрумен	заболевание бактерия повышать простуда сахарный диабет энергия забродивший рука помощи мёд убивать минерал плохая циркуляция предотвращать витамины

English	Kazakh	Russian
<b>8f</b> boss (n) /bɒs/ bully (n) /bʊli/ punch (v) /pʌntʃ/ slave (n) /sleɪv/ stamp (v) /stæmp/ stomach (n) /'stʌmək/ weak (adj) /wi:k/	босшы бұзқал соғу құл танбалаяу асқазан/іш алсіз	босс/начальник хулиган ударять раб штамповать желудок/живот слабый
<b>8g</b> accent (n) /'æksənt/ ignore (v) /ɪɡnəʊ/ make fun of (phr) miss (v) /mɪs/ school counselor (n) /'skul kʌnsələ/ /	акцент, екпін елемеу біреуді мазақ қылу өзінен айыру/сағыну мектеп кеңесшісі	акцент игнорировать высмеивать кого - либо прощать/скучать школьный советник
<b>Module 9 – Clothes &amp; Fashion</b>		
<b>9a</b> attract (v) /ə'trækt/ create (v) /kri:et/ creation (n) /kri:etʃən/ earn (v) /ɜ:n/ fit (v) /fɪt/ squeaky (adj) /skwi:kɪ/ squeeze (v) /skwi:z/ take hours (phr) use (v) /ju:z/ wrong (adj) /rɒŋ/	қызықтыру, жұмылдыру құру жарату қаражат табу жақанды жылауық, шаңғыдақ сығу, сығымдау уақыттан алу пайдалану дұрыс емес	привлекать создавать создание зарабатывать подходить писклявый сжимать/выжимать занимать часы использовать неправильный
<b>9c</b> beret (n) /beret/ canal (n) /kə'næl/ come to mind (phr) float (v) /fləʊt/ gondola (n) /gɒndələ/ guard (v) /ɡɑ:d/ handsome (adj) /'hændsəm/ palace (n) /'pæləs/ protect (v) /prə'tekt/ ribbon (n) /'rɪbən/ spot (v) /spɒt/ straw hat (n) /strɔ: hæ't/ stripe (n) /stri:p/ uniform (n) /ju:nɪ'fɔ:m/	берет арна ақылға келу журу гондоль күзет зарғалды, сүйсімді сарай қорғау бай/желектем ыңықтау сабаппан жасалған қалмақ жолық бірыңғай үлгілері кәсіп	берет канал приходить на ум плавать гондоль охрана привлекательный дворец защищать лента/тесьма определять соломенная шляпа полоса униформа
<b>9f</b> baggy (adj) /'bæɡi/ brand name (n) /brænd neɪm/ gather (v) /'ɡæθə/ give up (phr) /'ɡɪv 'ʌp/ hang out (phr) /hæŋ 'aʊt/ hooded top (n) /'hʊdɪd tɒp/ label (n) /'leɪbəl/ lace (n) /leɪs/	қолтыдақ бренд жинау бас тарту/ берілу серулендеу/лініп қалу қалтағы бар жемпір затбелгі бай	мешковатый бренд собирать отказываться/сдаваться гулать/зависать кофта с капюшоном этикетка шнурок

## Word List

English	Kazakh	Russian
<b>nu metal</b> (n) /nju:ˈmetəl/ <b>perform</b> (v) /pəˈfɔ:m/ <b>post</b> (v) /pəʊst/ <b>sole</b> (n) /səʊl/ <b>succeed</b> (v) /səkˈsi:d/ <b>wardrobe</b> (n) /ˈwɔ:drəʊb/	нуо-метал шығып сойлеу/орындау хабарлау/жариялау етістің табына, негізі табысты болу гардероб	нуо-металл выступать/выполнить объявлять/публиковать подошва/основание иметь успех гардероб
<b>9g</b> <b>admit</b> (v) /ədˈmɪt/ <b>affect</b> (v) /əˈfekt/ <b>belief</b> (n) /bɪˈli:f/ <b>cheerful</b> (adj) /tʃɪəfəl/ <b>confident</b> (adj) /kənˈfɪdənt/ <b>increase</b> (v) /ɪnˈkri:z/ <b>loser</b> (n) /ˈlɔ:zə/ <b>opinion</b> (n) /əˈpɪnjən/ <b>put right</b> (phr) <b>tease</b> (v) /ti:z/ <b>winner</b> (n) /ˈwɪnə/	мойындау әсер ету сенім қуанышты/қоңірді сенімді көбейту жеңілген ой-пікір түзеу мызандыру/мазақтау жеңімпаз	признавать клеветать вера радостный/весёлый уверенный увеличивать проигравший мнение исправлять дразнить победитель

**American English**      **British English**

<b>A</b>	account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat
<b>B</b>	bathrobe bathtub bill billion/housand million busy (phone)	dressing gown bath bathrobe billion-million million engaged (phone)
<b>C</b>	cab call(phone) can candy check closet connect (telephone) cookie com crazy	taxi ring up(phone) tin sweets tell (restaurant) wardrobe put through biscuit sweetcorn, maize mad
<b>D</b>	desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached
<b>E</b>	eggplant elevator	aubergine lift
<b>F</b>	fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception
<b>G</b>	garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year
<b>I</b>	intermission intersection	interval crossroad
<b>J</b>	janitor	caretaker/porter
<b>K</b>	kerosene	paraffin
<b>L</b>	lawyer/attorney line lost and found	solicitor queue lost property
<b>M</b>	mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema
<b>N</b>	news-stand	newsagent
<b>O</b>	office (doctor/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees

**American English**      **British English**

<b>P</b>	pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (petate) chips public school purse	trousers tights car park road surface zebra crossing chips state school handbag
<b>R</b>	railroad rest room	railway toilet/restroom
<b>S</b>	sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable shorts pavement queue shop underground
<b>T</b>	truck two weeks	lorry, van fortnight/two weeks
<b>V</b>	vacation vacuum (n) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
<b>W</b>	with (without (milk/cream in coffee))	black or white
<b>Y</b>	yard	garden
<b>Z</b>	(pronounced, "zee") zero zip code	(pronounced, "zed") ought postcode

**Use of English**

He <b>just went</b> out./ He <b>has just gone</b> out.	He <b>has just gone</b> out.
Hello, is <b>this</b> Steve?	Hello, is <b>that</b> Steve?
<b>Do you have a car?</b> / <b>Have you got a car?</b>	<b>Have you got a car?</b>

**Spelling**

aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tye traveller
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**Expressions with prepositions and particles**

different from/to live on X street on a team on the weekend Monday through Friday	different from/to live in X street in a team at the weekend Monday to Friday
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## Self-Check Key

## Self-Check 1

- |            |          |            |
|------------|----------|------------|
| 1 1 birds  | 5 arts   | 9 breeding |
| 2 potato   | 6 making | 10 rock    |
| 3 identify | 7 take   |            |
| 4 gliding  | 8 burger |            |
- |           |            |                 |
|-----------|------------|-----------------|
| 2 1 hurt  | 3 support  | 5 concentration |
| 2 brating | 4 competes |                 |
- |           |               |           |
|-----------|---------------|-----------|
| 3 1 likes | 3 is playing  | 5 arrives |
| 2 starts  | 4 are working |           |
- |                      |                    |
|----------------------|--------------------|
| 4 1 the shortest     | 4 friendlier than/ |
| 2 thinner than       | more friendly than |
| 3 the most energetic | 5 better           |
- |         |          |       |
|---------|----------|-------|
| 5 1 are | 3 enough | 5 are |
| 2 too   | 4 is     |       |
- |        |      |      |      |      |
|--------|------|------|------|------|
| 6 1 in | 2 to | 3 at | 4 on | 5 of |
|--------|------|------|------|------|
- |               |              |
|---------------|--------------|
| 7 1 don't you | 4 Not really |
| 2 I can't     | 5 why not    |
| 3 What about  |              |

## Self-Check 2

- |                |               |         |
|----------------|---------------|---------|
| 1 1 conditions | 5 communicate | 9 touch |
| 2 offer        | 6 launched    | 10 tool |
| 3 manners      | 7 send        |         |
| 4 mission      | 8 download    |         |
- |            |                |            |
|------------|----------------|------------|
| 2 1 social | 5 account      | 9 standard |
| 2 take off | 6 compilations | 10 space   |
| 3 heating  | 7 program      |            |
| 4 text     | 8 memory       |            |
- |                       |                          |
|-----------------------|--------------------------|
| 3 1 nice black cotton | 4 beautiful white french |
| 2 big round wooden    | 5 small round silver     |
| 3 tall young thin     |                          |
- |              |           |               |
|--------------|-----------|---------------|
| 4 1 tired    | 5 slowly  | 8 comes       |
| 2 boring     | 6 arrives | 9 was able to |
| 3 rather     | 7 use     | 10 use        |
| 4 interested |           |               |
- |         |          |            |
|---------|----------|------------|
| 5 1 for | 2 or, on | 3 in, with |
|---------|----------|------------|
- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 6 1 b | 2 e | 3 g | 4 d | 5 c |
|-------|-----|-----|-----|-----|

## Self-Check 3

- |                   |                 |
|-------------------|-----------------|
| 1 1 skateboarding | 3 snorkelling   |
| 2 canoeing        | 4 rock climbing |
- |          |          |               |
|----------|----------|---------------|
| 2 1 make | 5 travel | 8 white-water |
| 2 full   | 6 ride   | 9 feel        |
| 3 rock   | 7 miss   | 10 break      |
| 4 mistle |          |               |
- |           |           |        |
|-----------|-----------|--------|
| 3 1 since | 3 yet     | 5 ever |
| 2 ago     | 4 already |        |

- |        |         |        |
|--------|---------|--------|
| 4 1 of | 3 at    | 5 in   |
| 2 to   | 4 about | 6 with |
- |                        |                      |
|------------------------|----------------------|
| 5 1 Have you ever been | 6 lived              |
| 2 left                 | 7 did they go        |
| 3 I/has just finished  | 8 didn't expect      |
| 4 hasn't come          | 9 has already booked |
| 5 travelled            | 10 broke             |
- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 6 1 b | 2 c | 3 e | 4 d | 5 a |
|-------|-----|-----|-----|-----|

## Self-Check 4

- |               |              |             |
|---------------|--------------|-------------|
| 1 1 surface   | 5 habitats   | 9 extinct   |
| 2 turning     | 6 poisons    | 10 damaging |
| 3 exploration | 7 endangered |             |
| 4 Exhaust     | 8 symbol     |             |
- |            |           |
|------------|-----------|
| 2 1 strong | 6 average |
| 2 rising   | 7 waste   |
| 3 historic | 8 face    |
| 4 globe    | 9 cause   |
| 5 space    | 10 mixing |
- |              |                  |
|--------------|------------------|
| 3 1 I/will   | 4 is/'s going to |
| 2 I going to | 5 I/will         |
| 3 I/will     |                  |
- |        |      |      |       |      |      |
|--------|------|------|-------|------|------|
| 4 1 on | 2 in | 3 on | 4 for | 5 on | 6 to |
|--------|------|------|-------|------|------|
- |  |
|--|
| 5 1 They are going to plant trees.         |
| 2 He is going to sunbathe.                 |
| 3 He is going to wash the car.             |
| 4 She is going to take the dog for a walk. |
- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 6 1 b | 2 a | 3 d | 4 e | 5 c |
|-------|-----|-----|-----|-----|

## Self-Check 5

- |               |               |             |
|---------------|---------------|-------------|
| 1 1 whispered | 5 rain        | 9 pick      |
| 2 underground | 6 fit         | 10 drifting |
| 3 passage     | 7 ground      |             |
| 4 blossom     | 8 disappeared |             |
- |         |         |           |
|---------|---------|-----------|
| 2 1 set | 5 fall  | 9 golden  |
| 2 grew  | 6 lose  | 10 commit |
| 3 clear | 7 dense |           |
| 4 ride  | 8 take  |           |
- |           |            |             |
|-----------|------------|-------------|
| 3 1 found | 5 dreadful | 9 committed |
| 2 broke   | 6 set      | 10 defeat   |
| 3 fell    | 7 leaping  |             |
| 4 burst   | 8 fight    |             |
- |              |              |              |
|--------------|--------------|--------------|
| 4 1 struck   | 5 failed     | 9 peacefully |
| 2 digging    | 6 agreed     | 10 enter     |
| 3 passing by | 7 addressing |              |
| 4 message    | 8 springs    |              |
- |        |      |      |      |       |
|--------|------|------|------|-------|
| 5 1 on | 3 in | 5 of | 7 in | 9 for |
| 2 to   | 4 in | 6 of | 8 of | 10 on |

## Self-Check 6

- 1 1 educational 5 released 9 stars  
2 action-packed 6 recommended 10 cast  
3 protect 7 gripping  
4 composed 8 blockbuster
- 2 1 soap 5 effects 9 drama  
2 chat 6 fiction 10 opera  
3 musical 7 concert  
4 computer 8 gallery
- 3 1 to 2 in 3 against 4 for 5 in
- 4 1 "Hamlet" was written by William Shakespeare.  
2 America was discovered by Christopher Columbus.  
3 The "Shark Tale" theme song is sung by Christina Aguilera.  
4 "Star Wars" was directed by George Lucas.  
5 The robot is programmed to protect a young boy.
- 5 1 They award Oscars every year.  
2 Peter Jackson directed "King Kong".  
3 They hire film extras for battle scenes.  
4 An opera singer sings the theme tune.  
5 Munch painted "The Scream" in 1893.
- 6 1 d 2 c 3 e 4 a 5 b

## Self-Check 7

- 1 1 avalanche 5 hurricane 9 wandering  
2 collapsed 6 massive 10 shocked  
3 relieved 7 rescue  
4 breathe 8 swallowed
- 2 1 gasp 5 patrol 9 put out  
2 force 6 off 10 piece  
3 get 7 headline  
4 active 8 rumbling
- 3 1 in 3 on 5 in  
2 in 4 on 6 on
- 4 1 went 5 alone  
2 was sleeping 6 Were they watching  
3 were driving 7 wasn't sleeping  
4 was swimming, 8 were waiting  
was sunbathing
- 5 1 Did you have 5 Did anyone  
2 you'll never guess 5 can imagine  
3 Oh dear

## Self-Check 8

- 1 1 go off 5 share  
2 suffer 6 improve  
3 bully 7 physical  
4 prevent 8 overweight
- 2 1 fizzy 5 dairy  
2 helping 6 kill  
3 feel 7 shape  
4 counsellor 8 take
- 3 1 in 2 from 3 on 4 with
- 4 1 saw 3 stops 5 would'd join  
2 get 4 will miss
- 5 1 wouldn't lie 3 will pass 5 found  
2 don't water 4 will go
- 6 1 might 3 have to 5 have to  
2 mustn't 4 mustn't
- 7 1 c 2 e 3 d 4 a 5 b

## Self-Check 9

- 1 1 respect 5 took 9 polka-dot  
2 buggy 6 creation 10 suit  
3 trainers 7 came  
4 confident 8 uniforms
- 2 CLOTHES FOOTWEAR ACCESSORIES  
jacket sandals scarf  
hoodie flat shoes sunglasses  
trousers trainers tie  
skirt
- 3 1 They said that they worked long hours.  
2 Early told Peter that he couldn't come to the party.  
3 He said not to use his computer.  
4 She asked where her book was.  
5 She said that she was leaving that day.
- 4 1 in 2 on 3 of 4 on 5 in
- 5 1 That's the boy who is the new student in school.  
2 This is the shop where I bought this vase.  
3 That's the MP3 player which Bob bought yesterday.  
4 Kim was reading a book which was very interesting.  
5 I've got a new neighbour who is from Italy.
- 6 1 to come 3 no 5 somewhere  
2 all 4 anything
- 7 1 You look great 4 nicely  
2 You look good, too 5 nice of you  
3 matches

# Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	bore(n) /bɔ:(n)/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /bɪ'kʌm/	became /bɪ'kæm/	become /bɪ'kʌm/	lie /li:/	lay /leɪ/	lain /leɪn/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪ'ten/	lose /lɔ:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /meɪnt/	meant /meɪnt/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned)	burnt (burned)	put /pʊt/	put /pʊt/	put /pʊt/
burn /bɜ:n/	burnt (burned)	burnt (burned)	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
can /kæn/	could /kʊd/	(been able to /hæv/ + verb + ed)	ring /rɪŋ/	rang /ræŋ/	rang /ræŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /raɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /rʌn/	run /rʌn/
come /kʌm/	came /kæm/	come /kʌm/	say /seɪ/	said /seɪd/	said /seɪd/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɒld/	sold /sɒld/
deal /di:l/	dealt /deɪlt/	dealt /deɪlt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /dʌʊ/	did /dɪd/	done /dʌn/	smell /smel/	smelled /smeld/	smelled /smeld/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed)	dreamt (dreamed)	share /ʃeə/	shared /ʃeəd/	shared /ʃeəd/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /draɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
forbid /fɪbɪd/	forbade /fɪ'bəʊd/	forbidden /fɪ'bɪdən/	spell /spel/	spelt (spelled) /spelt/	spelt (spelled) /spelt/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fə'gɪv/	forgave /fə'gæv/	forgiven /fə'gɪvən/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /fri:z/	froze /froz/	frozen /frozən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
get /get/	got /gɒt/	got /gɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /gɪv/	gave /gæv/	given /gɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /gəʊ/	went /went/	gone /gɒn/	swear /swɛə/	swore /swɔ:/	sworn /swɔ:n/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	sweep /swi:p/	swept /swept/	swept /swept/
hang /hæŋ/	hung /hʌŋd/	hung (hanged) /hʌŋ/	swim /swɪm/	swam /swæm/	swam /swæm/
have /hæv/	had /həd/	had /həd/	take /teɪk/	took /tu:k/	taken /teɪkən/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tear /tɪə/	tore /tɔ:/	torn /tɔ:n/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /tɔ:ld/	told /tɔ:ld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
keep /ki:p/	kept /kept/	kept /kept/	understand	understood /ʌndə'stænd/	understood /ʌndə'stænd/
know /nəʊ/	knew /nju:/	known /nəʊn/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
lay /leɪ/	laid /leɪd/	laid /leɪd/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
learn /lɜ:n/	learnt (learned) /lɜ:n/	learnt (learned) /lɜ:n/	win /wɪn/	won /wɒn/	won /wɒn/
learn /lɜ:n/	learnt (learned) /lɜ:n/	learnt (learned) /lɜ:n/	write /raɪt/	wrote /rəʊt/	written /rɪtən/

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